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Meredith College Undergraduate Catalogue

1992 - 1993

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meredith

Volume 16

*An Experience
for a Lifetime*



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Message from the President

There are many reasons to be upbeat about Meredith's future as the largest private women's college in the Southeast. Though we at Meredith revere our one-hundred year past, we are a forward-looking place, with the finest faculty, the latest technology, the most well-equipped and aesthetically pleasing infrastructure you'll find anywhere.

These are not exaggerated claims. Meredith is entirely debt free. Its endowment is large and growing. Its philosophy of education—a commitment both to a strong liberal arts tradition and to the almost limitless potential of women in the work place and community—is intact.

We have other reasons to celebrate. Meredith is at the hub of a sophisticated array of first-rate academic, governmental, scientific, business, and professional communities, constantly enriching the College's own excellent curriculum and resources.

I am excited about Meredith's success—even in a time of gloomy prognostications about declining student populations, a somewhat precarious economy, and an increasingly changing view of the nature and scope of higher education. Meredith and its administration, staff, and faculty embrace the challenge of meeting the needs of women in the last decade of this century and even beyond. We like change. We are not afraid of the complexities and difficulties that might lie ahead, preferring to see them as opportunities to show what Meredith people are made of.

I am excited that the student body is diverse and inclusive—welcoming both the traditional

student and the re-entry student with equal enthusiasm; offering graduate degrees in music, business, and education; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and spiritual needs of women. We like diversity.

It's an exciting time for women—and it's an honor and a privilege to be among those who promote and encourage opportunities for women. At Meredith, students engage in rigorous scholarship. But they are challenged as well to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, to make a difference in the world.

We wish everybody could visit Meredith—to walk around the lovely campus, to hear stimulating lectures, to sense the unique spirit that is Meredith's special gift to all who are connected to this place. We can only say that those who do come like what they see. They are glad they stayed to find the Meredith that alumnae assert will always remain a part of them.

It's a great time to be a part of the Meredith experience. Don't miss it.



Meredith: Purpose and Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

PURPOSE

The charter of Meredith states the purpose of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It has an ap-

proved American Dietetic Association Plan V program. Graduates of Meredith are eligible for membership in the American Association of University Women.

OPERATIONAL GOALS

The College seeks to

1. educate women;
2. maintain an environment which
 - a. is supportive of Christian traditions and ideals,
 - b. fosters personal integrity, intellectual freedom, and academic excellence;
3. offer opportunities to join in a college community which
 - a. values its heritage and traditions,
 - b. promotes citizenship and leadership through participation in self-governance and in recreational, social, and religious activities,
 - c. fosters personal relationships,
 - d. is concerned for the well-being and development of each individual;
4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
 - a. a broad liberal arts component as the core of its undergraduate curriculum,
 - b. majors, minors, concentrations, and certifications,
 - c. graduate studies, and
 - d. continuing education;
5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
6. offer programs and services and to open college facilities to meet educational and

cultural need in the greater Raleigh community;

7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
8. maintain, operate, and advance the College by providing
 - a. an administrative staff and a student development staff which will support the programs of the College,
 - b. physical facilities and equipment which will meet the needs of the institution,
 - c. financial resources for the operation of the College.

A CHRISTIAN COLLEGE

Meredith is a women's college of high quality in the liberal arts—a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves physically fit, to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and professions, for leadership and responsible citizenship, for family life, and for leisure.

A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history,

the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

NONDISCRIMINATORY POLICY

Meredith College admits women students of any age, race, creed, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

STUDENT LIFE

For the most stimulating learning environment possible, Meredith seeks a diverse student body. Her approximately 2,000 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and

from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.



While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 200,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 25,000 college students.

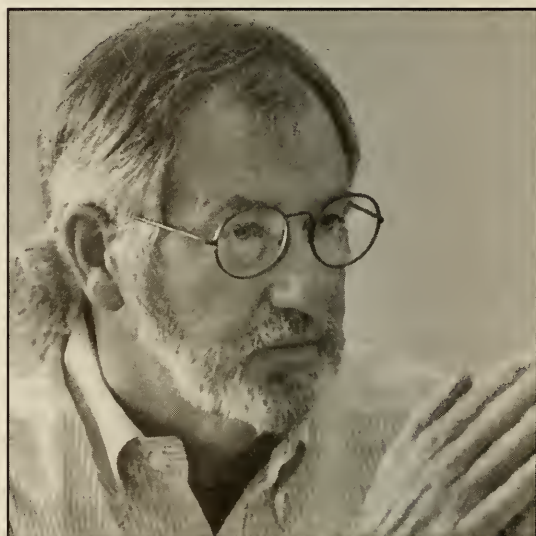
FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 75 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 65 graduate schools. A number

of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith offers a curriculum designed to assist the student—living and working as a free person within a community of learners—in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six de-



degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. (Details are on pages 50-51).

INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships,

and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Switzerland, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions. (See pages 55-58 for details.)

CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 54). They may under-



take course work for academic credit leading to an undergraduate or graduate degree (see page 54), or they may earn certification in a job-related field (see pages 54 and 55).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

GRADUATE PROGRAMS

The John E. Weems Graduate School of Meredith College offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering more than 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives

specific career direction to their required study in the arts, sciences, and humanities.

Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Teaching Fellows Program

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school stu-

dents at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan awards will receive approximately \$5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to provide the difference between the \$5,000 award and the costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. Additional information on the Teaching Fellows Program can be found on pages 33-34 and 53-54.

Medical Technology and Physician Assistant

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a degree program for the physician assistant in cooperation with

Bowman-Gray School of Medicine of Wake Forest University. Details are available in the Department of Biology and Health Sciences, and on page 52 of this catalogue.

Nursing Transfer Curriculum

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 52 and 61.

Professional Communications

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 52.

Criminal Justice Studies

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 114.





Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$25 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 13 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include four units in English, mathematics courses through Algebra II, and credit in foreign language. Careful

attention is given to the applicant's grade average in the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, New Jersey 08541-6200. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English

is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 21 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 175.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 32.)

Early Admission

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of

entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student (see pages 19 and 54). When a specified program is taken, the student is not required to file scores on the Scholastic Aptitude Test. In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application by October 15 of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a \$100 advance deposit, a nonrefundable payment that applies toward freshman year expenses. (For information about applying for an early decision on financial assistance, see page 26.)

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

Rolling Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

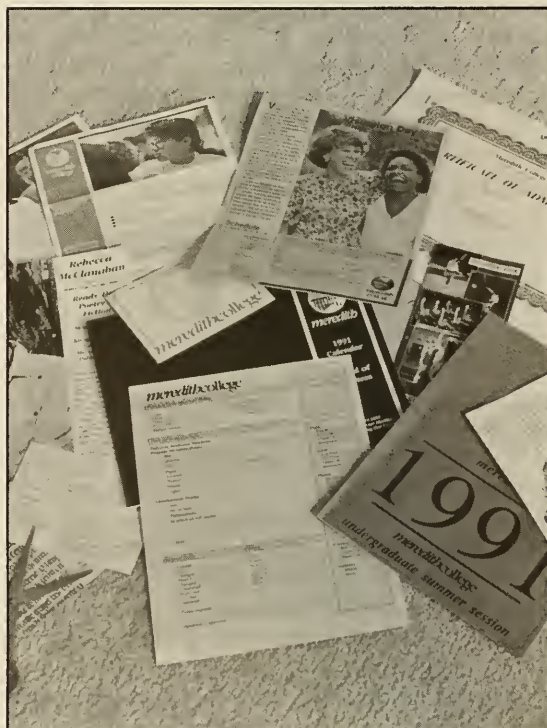
Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable de-

posit will apply toward her expenses in the spring semester.

Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; and/or a general examination or a subject examination of the College-Level Examination Program of The College Board. Further information about these opportunities may be obtained by writing the Office of Admissions.



Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 20.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 60, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. (See pages 49-50 for information regarding credit requirements for a second degree program.)

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to

the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith (see pages 47-48).

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (Information about the health record is found on page 16.)

Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student (see pages 21-22). In either case, students who have been out of the academic environment for some time are re-

ferred to continuing education, which provides appropriate advising and enrollment assistance.

Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. She is also expected to be recommended by her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions office provides forms for the references to use in providing recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on page 19. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. (See page 61 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

Evaluation of Credit

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 60-62 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school

(35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by The College Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test. The tests (TOEFL and/or SAT) should be taken within the 18-month period preceding the date the student wishes to enroll.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,000, depending upon need, and some-

times a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ENTRY (ADULT) STUDENT ADMISSION

A student who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student files her application through continuing education and has all official transcripts, including high school and/or GED and *all* post-secondary transcripts, sent to that office. A student who has previously been enrolled in any post-secondary education program must have an official transcript sent from *each* institution attended, including summer sessions.

An evaluation of *all* academic records is prepared, and the potential student meets with a re-entry adviser. A program of a maximum of 15 semester hours credit as a re-entry student is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a re-entry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a re-entry student are applicable to the degree requirements.

NOTE: A student applying for admission to the Bachelor of Science in Nursing Transfer Curriculum enrolls as a re-entry student through continuing education (see above). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a \$15 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives prom-

ise of the student's being academically successful on return to Meredith. (See page 64 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to reenrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may be referred to the continuing education re-entry program for appropriate advising and reenrollment assistance.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

Non-degree Students

Non-degree students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register

for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 87.)
4. A student who is 23 years of age or older and not interested in completing a degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

Senior Scholars Program

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 39 for a description of the program and page 174 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for re-entry students.

SUMMER SESSION

During the summer, the College operates three three-week terms. (See page 174 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome, provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



Finances

Meredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 170 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

Full-Time Students

(12-18 credit hours and all resident students)

	<i>Semester</i>	<i>Year</i>
Resident Students		
Tuition _____	\$ 3,010	\$ 6,020
Room, board, and infirmary _____	\$ 1,485	\$ 2,970
	<u>\$ 4,495</u>	<u>\$ 8,990</u>
Commuting Students Tuition —	\$ 3,010	\$ 6,020

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit)	\$180 per credit hour
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Additional Course Fees

Credit in excess of 18 hours

\$180 per credit hour

Applied Music

Full-time students

1 half-hour lesson weekly _____	\$100
2 half-hour lessons weekly _____	\$200
Class lessons in piano _____	\$ 85
Class lessons in guitar _____	\$ 85
Recital fee _____	\$100

Part-time students (for credit)

Tuition of \$180 per credit hour plus the following fees:

1 half-hour lesson weekly _____	\$100
2 half-hour lessons weekly _____	\$200
Class lessons in piano _____	\$ 85
Class lessons in guitar _____	\$ 85
Recital fee _____	\$100

Part-time students (no credit)	
1 half-hour lesson weekly	\$ 230
2 half-hour lessons weekly	\$ 460
Class lessons in piano 1 hour per week	\$ 150
Class lessons in guitar 1 hour per week	\$ 150

Art

Studio fees vary up to \$200 per course to cover expendable materials.

Education

EDU 439—Student Teaching	\$ 200
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Health and Physical Education

Equitation, golf, bowling, racquetball, snow skiing, and first aid

Fees are set at the beginning of each semester.

Social Work

SWK 402-1 - Field Experience	\$ 50
SWK 402-2 - Field Experience	\$ 180

Auditing Courses

Full-time students	no charge
Part-time students	\$ 180 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges,

Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student at Meredith College. The \$50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

Special Fees

Application fee for new students	\$25
Application fee for students seeking re-admission	\$15
Record evaluation	\$ 5
Graduation fee	\$50
Transcripts (each)	\$ 2
Breakage fee	

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Service is available to non-resident students for \$70.00 per semester.

TERMS OF PAYMENT**Payment Schedule**

Application fee	\$ 25
Advance payment for all entering students	\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$25 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students	\$100
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All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, \$85 will be refunded if the request is received by May 1.

Payments for tuition, room, and board are due in four equal installments (two per semester) as follows:

	<i>Resident</i>	<i>Commuting</i>
August 1	\$ 2,247.50	\$ 1,505.00
October 31	\$ 2,247.50	\$ 1,505.00
December 15	\$ 2,247.50	\$ 1,505.00
March 31	\$ 2,247.50	\$ 1,505.00
	<hr/>	<hr/>
	\$ 8,990.00	\$ 6,020.00

Additional charges for course fees are due with the October and March payments. Statements are sent to students at their permanent address about two weeks prior to each payment due date.

Certain overdue charges, such as library fines, security fines, and long distance telephone charges are added to student accounts for collection. They are due and payable immediately.

Financial aid is applied against charges to offset payments as follows:

One-half of the semester award of Federal loans and grants and Meredith administered scholarships is applied to each payment within the semester.

Non-Meredith administered loans (such as Stafford) and outside scholarships are applied when they are approved.

The North Carolina Legislative Tuition Grant reduces the amount of the October and March payments.

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1991-92 was \$1,083.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office

of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc., East Providence Rhode Island 02904.

Withdrawals

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100% of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of credit that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents.

Refunds will be made to the following funds and sources in the sequence listed: (1) Perkins, (2) SEOG, (3) Stafford Loan, (4) Pell, (5) NC Contractual, (6) Meredith, (7) NCSIG, and (8) Student. Meredith follows Federal regulations in determining the percentage and amount refunded to each of the funds. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

Meredith offers a student assistance program designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshmen and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 21 for assistance available to students from other countries.



Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,560 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1992-93 is \$10,550. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$3,920 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1992-93 is \$9,940. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15*:

1. Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students,

from the Office of Scholarships and Financial Assistance.

2. Complete the Financial Aid Form (FAF) and send it to the Princeton, New Jersey address as shown on the form. Designate Meredith (code number 5410) as an institution to receive the data. The FAF may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will file a Meredith College aid application and an "Early Version" Financial Aid Form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a "regular" FAF by February 15.

An applicant for admission should be aware that although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to

receive financial assistance; between January 2 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by May 1.

Payment of Award

Scholarships awarded by Meredith are credited to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a

statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

Types of Assistance

Competitive Scholarships

Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at \$3,000 per year in 1992-93. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

Craig-Davis Honors Scholarship

Hesta Kitchin Crauford Honors Scholarship

Jessie Ball Dupont Scholarship

Durham Corporation Education Endowment Fund

General Hugh B. Hester Honors Scholarship

Paula Green Hester Honors Scholarship

Cleo and Elwood Perry Honors Scholarship

Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$800 to \$1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions

by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship

A.J. Fletcher Scholarship

Ruby C. and Ernest P. McSwain Scholarship

Lois Griswold Outland Scholarship

Each year two A.J. Fletcher Scholarships, one Eleanor Layfield Davis Scholarship, one Ruby C. and Ernest P. McSwain Scholarship, and one Lois Griswold Outland Scholarship are awarded to freshman applicants on the basis of talent. These scholarships vary from \$250 to \$1,250 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be in-

vited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

An A.J. Fletcher Scholarship, an Eleanor Layfield Davis Art Scholarship, a Ruby C. and Ernest P. McSwain Scholarship, and a Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.



Music Scholarships

A.J. Fletcher Scholarships

Robert H. Lewis Scholarship

Music Talent Scholarship

Each year three A.J. Fletcher Scholarships, one Robert H. Lewis Scholarship, and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for \$1,250 per year. The Robert H. Lewis Scholarship is for \$1,500 per year. The Music Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file

the required forms in the financial assistance office.

Meredith College Scholarship For Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, we will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.000 G.P.A.) on work attempted in a full-time program of study.

Meredith College Scholarship For Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to

Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the \$5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition and room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award—a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award—a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and par-

ticipate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. If applying for need-based financial assistance at Meredith, file a Meredith College Financial Aid Form (FAF) with the College Scholarship Service by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith GPA of 2.50 and an overall GAP of 2.50, pursuing a program leading to teacher certification, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced

in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$400 per year, depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement	Per Year Value	Four-Year Total Value
Queen or Service Aide*	\$200	\$ 800
Queen with a Scepter	\$250	\$1,000
Queen Regent	\$300	\$1,200
Queen Regent in Service	\$350	\$1,400
Service Aide**	\$400	\$1,600

Applications are available from Director of Acteens, North Carolina Baptist Convention, P.O. Box 26508, Raleigh, N.C. 27611-1107.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

*Service Aide independent of other levels of achievement

**Service Aide in addition to the other four levels of achievement

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan
The William C. Vick Loan Fund

The following scholarships are also available:

James Larkin and Iona Mae Ballou Trust
Dr. J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. and Irene Bonhardt Scholarship
Annie and John Bostic Scholarship
Charles Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
James E. and Mary Z. Bryan Scholarship
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N Carr Scholarship
Z.M. Caveness Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancey Memorial Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1952 Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Norma Baker Cook Art Scholarship

Beulah Rimmer Craig Scholarship
Roger H. Crook Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Essie Dale Hunter Dickson Scholarship
Elizabeth James Dotterer First Family Scholarship
Durham Corporation Education Endowment Fund
Phyllis Edwards Scholarship
Lucille Lawrence Ellis Scholarship
Myrtle Hart Farmer Scholarship
Farrior Sisters Scholarship
Lucy Teague Fassett Scholarship
Dr. James Grady Faulk First Family Scholarship
Fiske-Rose Scholarship
Foreign Language Scholarship
Nannie S. Gaddy Scholarship
Lillie Grandy Scholarship
Mae Grimmer Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus F. and Bessie S. Hall Memorial Fund
Fuller B. Hamrick Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Graduate Scholarship
Mattie Jenkins Henderson Scholarship
Ruth Hilliard Hensler Music Scholarship
Ella Greenwood Holcomb Scholarship
M.A. Horner Scholarship
Mabel Andrews House Scholarship
Nannie Willis Hunter
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Hattie McCauley and Arthur James Scholarship
Frances P. Jennings Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Ione K. and Thomas B. Knight First Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mangum Scholarship
Mr. and Mrs. W.H. Matthews Scholarship
Quentin Oliver McAllister Scholarship
Mona Blevins McGilroy Scholarship
Wilma L. McCurdy Scholarship
Ralph McLain Memorial Award
Margaret Mason McManus Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Leroy Martin Scholarship
Charles E. Merrill Scholarship

Emma Bronson Miller Scholarship
 Charles S. Mitchell Scholarship
 First Baptist Church New Bern Scholarship
 Jennie Reid Newby First Family Scholarship
 Nancy Newlin Memorial Scholarship
 Mary Crawford Norwood Scholarship
 Marguerite Warren Noel First Family Scholarship
 Lois Griswold Outland Scholarship
 Gladys Blalock Page First Family Scholarship
 Margaret Faucette Parker Music Scholarship
 Elizabeth Fleischman Patrick Scholarship
 Perry-Harris Scholarship
 Ida Poteat Scholarship
 Theodore Presser Scholarship
 Helen Price/Kappa Nu Sigma Scholarship
 Thomas B. Pruitt Scholarship
 Carlton Sylvester Prickett Scholarship
 Z. Smith Reynolds Scholarship
 Virginia Lancaster Robertson Scholarship
 Royster-Parker Scholarship
 Ellen Amanda Rumley Memorial Scholarship
 Endowment
 Janie Green Shearin First Family Scholarship
 Sandra Graham Shelton Scholarship
 Dorothy Hunt Sides First Family Scholarship
 Ruth F. Singleton Scholarship Endowment
 Oliver Larkin Stringfield Scholastic Fund
 Jane Watkins Sullivan Scholarship
 Emma Barber Towler Memorial Scholarship
 Lucretia DeanVick Travel Award
 Irving H. Wainwright First Family Scholarship
 Irving H. Wainwright Scholarship
 Robbie Hedrick Walker First Family Scholarship
 Martha Medlin Wardlaw Scholarship
 Wescott-Daniels Memorial Scholarship
 Lettie Pate Whitehead Scholarships
 Martha McKeel Whitehurst Scholarship
 Lena Mae Williams and Lena Stone Williams
 Music Scholarship
 Vida Thompson Williams Scholarship
 Duvall Williams Scholarship
 Ruth C. Wilson Scholarship
 Annie C. Womble Scholarship
 Clara Young Woodall Scholarship
 Wyford Scholarship
 Lucile Ward Yarbrough Memorial Scholarship

Campus Employment

A variety of on-campus jobs provides a financial assistance resource in the form of campus employment. For the assistance re-

cipient, the estimated earnings are included in her assistance award. Monthly compensation is paid directly to the student. Freshmen are generally not allowed to work on campus.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

PELL Grant

These federally sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need.

Perkins Loan (formerly NDSL)

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay

the loan with interest within a ten-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

College Work-Study Program

Many of the students assigned to campus employment are participating in the federally sponsored College Work-Study Program.

Stafford Loan Program

(formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as \$2,625 for each of her first two years of college and up to \$4,000 for the third and fourth years. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by writing College Foundation, Inc., P.O. Box 12100, Raleigh, North Carolina 27605. If the student lives out of state, she may prefer to inquire about the source of applications from the Educational Assistance Authority for her state of legal residence.

Supplemental Loans for Students

Self-supporting students (by definition of federal law), graduate students, or a dependent student under special circumstances may apply for the SLS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments. The maximum yearly amount of the SLS is \$4,000. Applications and details are available from College Foundation, Inc.

North Carolina PLUS Loans

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by Congress in 1980.

Parent(s) of dependent students may bor-

row under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent student may borrow up to \$4,000 per year. Applications and details are available from College Foundation, Inc., P.O. Box 12100, Raleigh, North Carolina 27605.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1991-92 was \$1,083. (See page 27.)

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., P.O. Box 12100, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.



Cornhus

Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsibility—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division for Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August,

and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Among the many such personalities Meredith students have heard in recent years are Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former president of the United States; and Dr. Jane Goodall, scientist (world authority on primate behavior) and author. Observance of the Charter Centennial in 1991-92 provided opportunities for students to hear speakers such as

Supreme Court Justice Sandra Day O'Connor, syndicated columnist Erma Bombeck, and United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Works also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus and the Meredith Chorale appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Journey Proud*, a commissioned work for the Centennial; *Mother Hicks*; *A Midsummer Night's Dream*; a Christmas concert; and a spring dance concert.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith

tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, in Chapel Hill, in Durham, in Greensboro, and in Winston-Salem, offers a host of social activities.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 64.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish,

Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Awards Day each spring. Student leaders who have excelled are also recognized on Awards Day.

STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow stu-

dents by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The func-

tion of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are edited by students. The *Herald*, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. The *Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests and to explore their leadership capabilities. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Alpha Lambda Delta Freshman Honor Society, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans, Society for Human Resource Management, and Women in New Goal Settings (WINGS) for re-entry students.

Societies

Two societies on the Meredith campus exist as voluntary social and service organizations. Although having originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Gover-

nor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the campus minister. The campus minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week, the Staley Distinguished Christian Scholar Lecture Series, the Gullick Lectures in Christian Studies, the Mary Frances Preston Lectures in Biblical Studies, and the Jo Welch Hull Lectures in Christian Life. Each of these annual events brings outside resource people to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks represen-



tatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

RECREATION

Meredith a variety of recreational activities is available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A fully equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, and a softball diamond. Nearby golf courses and ranges are often used by the students. The Meredith Recreation Association coordinates organized intramural activities, along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

The organization and activities of the intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance—an academic department under the vice president and dean of the College. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith does not offer athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivation for participation. Athletes follow the same academic requirements and standards as other students; academically they must be

in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will at all times reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. A limited number of senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available to students under the age of 23. Any student who reaches the age of 23 during an academic year may complete that year on campus but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program. *Individual requests for a one-semester extension for housing may be considered in August or January if the space is available.*

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted.

Freshmen are usually assigned to Carroll, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as resident assistants of the other residence halls. Two residence directors are employed to live in the freshman residence halls and are available to students at all times; four other residence directors are available to the upperclass students.

Commuter Student Life

The commuter student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in Cate Center is designated for commuter student rest, study, and relaxation. It is the center of commuter student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events. Women in New Goal Settings (WINGS), the adult student organization, also holds its monthly meetings there.

Food is available in the snack bar in Cate Center or in Belk Dining Hall.

COMPUTER SERVICES

The Harris Building houses two microcomputer laboratories. Each lab contains over 15 personal computers. A time-sharing computer with ten terminals is located on the second

floor. Other smaller laboratories are located in several of the classroom buildings.

HEALTH CARE

Health care is under the general direction of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A for-credit career planning seminar, open to all students, is offered during the fall and spring semesters. Senior work-shops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 58-60 for further details.

Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

Personal Growth and Counseling Center

Located in Cate Center, the Personal Growth and Counseling Center is designed to help meet the needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's collection of reading materials and tapes. The counseling staff is available for personal counseling at the request of the individual student. Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center.

Freshman Seminar

All freshmen are required to attend Freshman Seminar at 10 a.m. each Monday during the fall semester. Sessions are designed to enhance the academic, social, and personal adjustment of the student to college life.



Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in business, elementary education, and music: the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 49.

General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of

existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health and physical education.

I. Humanities and fine arts — 27-30 credit hours

A. English composition — 3-6 credit hours

Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).

B. Foreign language — 6 credit hours
(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)

C. Literature — 6 credit hours

1. A 3-hour course in major British authors
2. A 3-hour course in English, American, or world literature, or any literature course in a foreign language.

D. Religion — 6 credit hours

1. A 6-hour introduction to the Old and New Testaments or
2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.

E. Elective — 6 credit hours

Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre.

II. Social and behavioral sciences — 12 credit hours

A. History of Western

Civilization — 3 credit hours

B. Electives — 9 credit hours

Must include at least two of the following categories: economics; cultural geography; sociology and anthropology; politics; psychology. Additional choices may be from any of the social and behavioral sciences, including history.

III. Mathematics and

natural sciences — minimum of 13 credit hours

A. One laboratory course chosen from

biology, chemistry,
or physics — 4 credit hours

B. One course in mathematics — 3 credit hours

C. Electives — 6 credit hours

To be taken from two of the following:
biology; chemistry; physical geography;
physics; or mathematics.

IV. Health, physical education,
and dance — 4-6 credit hours

Include four hours of activity courses or three hours of activity courses and a course in health or first aid.

V. Capstone studies

One capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional capstone courses may be taken as pure electives.

Note: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated

on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 67-149. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Bachelor of Arts

American Civilization	Mathematics
Art	Music
Biology	Political Studies
Chemistry	Psychology
Dance	Religion
Economics	Social Work
English	Sociology
French	Spanish
History	Speech
International Studies	Theatre

Bachelor of Science

Biology	Health Science
Business Administration	Home Economics
Chemistry	Interior Design
Child Development	Mathematics
Clothing and Fashion	Mathematics/
Merchandising	Computer Science
Foods and Nutrition	Medical Technology

Bachelor of Music

Applied Music	Music Education
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Teacher education is described on pages 86-99.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as

possible, normally approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. Departmental

Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

2. Interdisciplinary

Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 129-131.

Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Minors

A student may choose to complete a minor area of concentration, but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discus-

sion are combined with chances for working independently on topics of special interest.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses _____ 7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options: biology, chemistry, and physics.

Honors Colloquia _____ 6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect—to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics,

including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field _____ 6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

Honors Elective _____ 6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses

- Regularly scheduled courses for which the student contracts for honors work and credit

- Independent study

Honors Thesis or Equivalent Project _____ 3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a stu-

dent may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 45).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. (For specific requirements, see page 74.)

Nursing Transfer Curriculum

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who would hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by continuing education (see page 24). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. (For more information, see pages 13 and 61.)

Physician Assistant Program

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. (For specific requirements, see pages 74-75.)

Professional Communications

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the

opportunity to hold an internship, frequently one designed for her interests and career goals. (Concentration requirements are on page 102.)

Criminal Justice Studies

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 114.

Teacher Education

Meredith College offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, reading, French, and Spanish; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education

degree in elementary education and North Carolina Class G teaching certificates in elementary education. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for certification by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA and specified minimum scores on the National Teachers' Exam, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, and SWK 405 Social Work in Public Schools. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

Teaching Fellows Program

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program relevant to their program of study. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coor-

minated by the College to meet the full cost of tuition, room and board, provided the award winners meet the program requirements. (For more information about the award, see pages 12 and 33.)

CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

CONTINUING EDUCATION

Continuing education at Meredith provides access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

Re-entry/Academic Credit Programs

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 19) or through special admission as a reentry student (see pages 21-22). Because the re-entry option involves preadmission advising and an individually tailored preliminary program, even those eligible for regular admission generally follow this special procedure. All students interested in pursuing the Nursing Transfer Curriculum enter as re-entry students.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are assigned a faculty adviser. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experi-

ence of older students.

Enrichment Programs

Courses in the enrichment curriculum award Continuing Education Units (CEUs). One CEU is equivalent to 10 contact hours. CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by various agencies, institutions, and businesses for certification and advancement purposes. Many enrichment courses also carry Teacher Renewal Credits (TRCs) which can be used specifically for teacher recertification in North Carolina. The Enrichment Program focuses on the liberal arts, computer applications, financial planning, fitness, legal studies, and personal and career development for women responding to change in their lives. Selected audits of the regular academic curriculum are also available. Special programs, such as the Great Decisions Lecture Series, offer additional learning opportunities. Most classes are in the evenings and all are open to Meredith College students on the same basis as to the community at large. Course listings and descriptions are provided each semester in a special continuing education publication.

Certificate Programs

Legal Assistants Program

Legal Assistants, or paralegals, are persons with knowledge of the law and legal procedures who aid attorneys in their work. As skilled professionals, legal assistants are capable of performing many responsible and varied tasks delegated to them by an attorney.

Meredith offers a three-month post-baccalaureate summer program for those interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific undergraduate major is required. All students complete a core curriculum which provides instruction in legal concepts, terminology, and procedures; legal research and writing; the professional responsibilities of lawyers and

legal assistants; and law office management. In addition, each student selects a specialty area of the law in which to concentrate. Specialty areas currently offered include civil litigation, real estate, and corporate law. Field trips help to define the roles and skills required of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Certificates are awarded to students who complete the program with a grade of B or higher in each course.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many occupational settings.

The Legal Assistants Program was established in 1980 as part of continuing education at Meredith College and is approved by the American Bar Association. Two of the core curriculum courses, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics (see page 117).

Cultural Resources Management

Continuing education at Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and other cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships develop professional contacts and appropriate applications. Upon successful completion of the program, Meredith awards certification.



INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 67.)

Cooperative Education

Cooperative education is a plan whereby a student integrates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year

basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

International Studies

Meredith Abroad in Zurich and London

Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

Meredith Abroad— Special Summer Opportunities

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. Art and history have regularly combined to offer students opportunities to study in a wide variety of venues, including Greece, Italy, Egypt, Turkey, and eastern Europe.

Recently the Department of Business sponsored a program in the United Kingdom; the Department of Education, in New Zealand; and the Department of Music, in western Europe.

Junior Year in England

Meredith has exchange programs with two institutions of higher learning in Hull, England, a Raleigh Sister City. Meredith juniors can apply for study at Humberside College of Higher Education or at the University of Hull. Our exchange agreement with these institutions allows students to study in England at costs comparable to those at Meredith.

Semester in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

Art Program in Italy

Art students above the freshman level may apply for a summer of art study in Florence, Italy, for a full semester's credit.

People's Republic of China

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the director of international studies.

Semester in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

Japan

Meredith has an exchange agreement with Obirin University in Tokyo. Students interested in studying Japanese language and culture should contact the director of international studies.

Individual Participation in Programs of Other Institutions

The director of international studies assists Meredith students in learning about opportu-

nities sponsored by other American colleges and universities and by international institutions for study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

The Washington Center

Meredith students may elect to participate in an internship or an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and de-

velop their professional and academic skills and civic awareness.

Students who wish to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student

may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in preprofessional planning.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The

student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (page 48) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. *Since the student is finally responsible for fulfilling graduation requirements*, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser

cannot solve, she should consult the registrar or, in rare cases, the dean of the College.

Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program held in May. *No exceptions are made.*

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 62-63, Grading System). All drops must be made no later than one calendar week before the last day of classes. All

schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the registrar.

Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30

hours at Meredith. If a transfer student enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

A student who has a bachelor's degree from another institution and wishes to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physicians assistant program or medical technology program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University or at Duke Medical School, respectively.

Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from two-year colleges is 66 semester hours and from nursing schools, 35 semester hours. Credits may not be transferred from noncollege affili-

ated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.



Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 136-137 for list of ensemble courses.)

Credit in Physical Education

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education must be approved by the head of the Department of Physical Education and by the dean of the College or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

Standard Grading

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A** Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B** Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

- C** Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D** Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P** Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F** Failure which may not be made up by re-examination.
- I** The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N** An interim grade assigned when there is no report by the instructor.
- Z** An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- WF** The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. A grade of WF is equivalent to an F for grade point averages and is NOT removed by a repeat WP in the course.
- WP** The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.
NOTE: Read thoroughly the WF statement immediately above.
- W** The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Au** The student completed a satisfactory audit.

Pass-Fail Policies

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

- A.** During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.
- B.** Physical education activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

- 1.** Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
- 2.** In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.
- 3.** When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
- 4.** A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
- 5.** A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
- 6.** Responsibility for compliance with all rules governing the P/F system rests with the student.

Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two;

D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

ACADEMIC RECOGNITION

Classification

Each student is classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
 1. Meredith credits—all courses taken at Meredith.
 2. Total credits—all courses taken at any institution, including Meredith.
- B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those

whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

RECORDS

Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.



Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

To continue their enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart: *

Total Hours Attempted	Minimum Expected Meredith QPR
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall se-

mester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for readmission and, if readmitted, re-enroll for any subsequent semester if space is available. A readmitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice-president and dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president and dean of the College to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Students failing to make official withdrawal forfeit the right of honorable dismissal.

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.



Courses of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses in the 300's and 400's; educational method courses in academic disciplines in the 700's; and special courses in the 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.
3. Each course must have the approval of the dean of the College.

4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

Spring

3 hours

CAPSTONE STUDIES

A capstone course serves as a culminating experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. There are three major components:

1. Instruction in critical thinking and communication skills;
2. A synthetic overview of scientific and cultural changes in civilization; and
3. The study of contemporary or future problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: ENG 111, 201; FL (6 hours); REL (3 hours); HIS 101 or 102 plus two social science courses; MAT (3 hours); Laboratory Science (4 hours); Humanities (3 hours). Open to seniors and second semester juniors (minimum 75 credit hours).

CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered and the resultant benefits, risks, and dilemmas.

3 hours



their world in the past, students work in task forces to question how humans are currently changing the world,

NOTE: Check current registration information for additional course offerings.

WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

CAREER STUDIES

CPS 101 CAREER DECISION MAKING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through personal, interest, and skill assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Panels of faculty and community professionals will provide exposure to a variety of academic disciplines and occupations. Pass-fail grading only.

1 hour

CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities and career panels are used to introduce students to specific job strategies, and to the concepts of career development as a lifelong process. Pass-fail grading only.

1 hour

COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass-fail grading only.

1 to 4 hours

COE 403 COOPERATIVE EDUCATION

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only.

1 to 4 hours

ART

Professor Greene, *Head*; Associate Professors Bailey and Hathor; Assistant Professors Fitz-Simons and Short; Instructors Banker, Greenberg, and Robinson; Adjuncts Berry, Downey, Givvines, Kapsner, Reuer, Scherr, Springer, and Srba.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete a core curriculum of 20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 38 hours in art for the Bachelor of Arts degree. If the student wishes to pursue specialized development in a particular area of art, she is encouraged to add a concentration in studio art, art history, graphic design, or art education to her art major. Through Special Studies courses arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty.

Minors, consisting of 21 hours in art, are available in a variety of concentration areas. Information on requirements is available in the art department.

The student planning to seek entry into graduate school is urged to consult early with the art department head or appropriate faculty member to gain the best preparation for graduate study from her undergraduate program.

Art study abroad is available to students within their major programs. See the art department head for more information on special programs in foreign countries.

Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I	3
ART 105 2-D Design	3
ART 106 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 493 Senior Seminar	2
ART 494 Senior Project	1
Total Core Hour	20

Requirements for a Major in Art with No Concentration

I. The Core Curriculum	20
II. Art History	6
ART 324 Topics in Modern Art History (3)	
ART History Elective (3)	
III. Studio	12
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Art Electives (6)	
Total hours for the major	38

Studio Art

The Studio Art Concentration is designed for the students who intends to pursue the practice of visual art as a profession. The concentration provides adequate preparation for her entrance into graduate school or into many fields as a professional. The student should begin the concentration by the second semester of the sophomore year or the first semester of the junior year in order to avoid delays in graduation and provide time for internships.

Requirements for a Major in Art with a Concentration in Studio Art

I. The Core Curriculum	20
II. Art History	6
ART 324 Topics in Modern Art History (3)	
Art History Elective (3)	
III. Studio Art Concentration	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Studio Area Concentration (15)	
Total hours for the major	47

Graphic Design

The Graphic Design Concentration consists of the core curriculum of 20 hours, 3 additional hours in drawing, 19 hours in graphic design, and 9 additional hours of graphic design-related electives approved by the faculty adviser for a total of 51 hours. The student should begin this concentration the first semester of the sophomore year in order to be prepared to produce a portfolio without a delay in graduation.

**Requirements for a Major in Art
with a Concentration in Graphic Design**

I. The Core Curriculum	20
II. ART 102 Drawing II	3
III. Graphic Design Concentration	28
Required Courses	19
ART 140 Introduction to Graphic Communications (3)	
ART 245 Typography and Layout (3)	
ART 247 Techniques of Illustration (3)	
ART 230 Photography I (3)	
ART 341 Processes and Production (3)	
ART 440 Advertising Design, ART 441 Advanced Illustration, or ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1)	
Related electives approved by faculty adviser	9

Suggested courses that may be taken to fulfill the elective requirement:

- ART 301 Life Drawing (3)
- ART 440 Advertising Design (3)
- ART 441 Advanced Illustration (3)
- ART 442 Publication Design (3)
- ART 490 Professional Design Studio (1-2)
(in addition to the
 required 1 credit hour)
- ART 930 Community Internship (2-4)

Art History

The Art History Concentration requires 12 hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

**Requirements for a Major in Art
with a Concentration in Art History**

I. The Core Curriculum	20
II. Studio Art	3
ART 107 Three Dimensional Design	
III. Art History	15
ART 324 Topics in Modern Art History (3)	

Art history courses beyond the core (12)

IV. Electives approved by faculty adviser	9
Total hours for the major	47

Art Education

The Art Education Certification Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to K-12 art certification in conjunction with the Department of Education.

**Requirements for a Major in Art
with a Concentration in Art Education**

I. The Core Curriculum	20
II. Art History	6
ART 324 Topics in Modern Art (3)	
III. Studio	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
ART 210 Beginning Painting (3)	
ART 260 Ceramics (3)	
ART 265 Sculpture (3)	
ART 270 Fiber or Metal Crafts (3)	
ART 350 Printmaking (3)	
IV. Professional Education	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
EDU 441 Audio/Visual (1)	
PSY 210 Developmental or PSY 310 (3)	
PSY 312 Exceptional (3)	
SOC 335 Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 471 Reading (1)	

Total hours for the major 79

Curriculum**Art History****ART 220 INTRODUCTION TO NON-WESTERN ART**

Selected works from various non-western societies, such as India, Japan, China, and Africa are studied within the context of their cultures and are compared to western art.

Fall

3 hours

**ART 221 SURVEY OF WESTERN ART —
PREHISTORY-1250 A.D.**

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.

Fall

3 hours

**ART 222 SURVEY OF WESTERN ART HISTORY
1250 A.D. -PRESENT**

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.

Spring

3 hours

ART 223 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

3 hours

ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Prerequisites: ART 221 or 222 or by permission.

Spring only

3 hours

Studio Art

(Studio fees are assessed for most studio courses.)

**ART 100 THEORY AND PRACTICE OF
THE VISUAL ARTS**

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Art careers are discussed by professional artists and designers in their work spaces. (For freshman art majors only, or by permission.)

Fall only

2 hours

ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

3 hours

ART 102 DRAWING 11

An extension of the concepts and techniques encountered in Beginning Drawing I. Color is introduced through various media. Prerequisite: ART 101.

3 hours

ART 105 2-D DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

3 hours

ART 106 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 105. Six studio hours per week.

3 hours

ART 107 BASIC THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit.

3 hours

ART 210 BEGINNING PAINTING

An introduction to the basic techniques and media of oil painting. Visual composition will be explored through a traditional approach to painting. Prerequisite: ART 101, 105 and 106 or permission.

3 hours

ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Individual contracts are devised for each student. Prerequisite: ART 210. May be repeated for credit.

3 hours

ART 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing,

shutter speeds, and lens openings. Six studio hours per week.

3 hours

ART 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230, with an emphasis on experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be repeated for credit.

3 hours

ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including the zone system, color photography, portrait photography, photography for advertising, and photo journalism. Prerequisite: ART 230. May be repeated for credit.

3 hours

ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to prepare effectively simple visual communications. Project work will include the use of computers and pagelayout software to put concepts into practice. No prerequisites.

Fall only

3 hours

ART 245 TYPOGRAPHY AND LAYOUT

A study of the uses of typography and the composition of visual information for the designer. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication through the printed page. Prerequisites: ART 101, 105, and 140.

Spring

3 hours

ART 247 TECHNIQUES OF ILLUSTRATION

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243.

Fall and Spring

3 hours

ART 341 PROCESSES AND PRODUCTION

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 230, 245.

Fall

3 hours

ART 490 PROFESSIONAL DESIGN STUDIO

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit.

1 hour

ART 440 ADVERTISING DESIGN

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication and marker rendering. Prerequisite: ART 341.

Spring

3 hours

ART 441 ADVANCED ILLUSTRATION

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 247. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 247 and 341 or permission.

Spring

3 hours

ART 442 PUBLICATION DESIGN

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 341.

Fall

3 hours

ART 346 INTERIOR DESIGN

See HEC 346

3 hours

ART 447 ADVANCED COMMERCIAL DESIGN

See HEC 447

3 hours

ART 448 ADVANCED RESIDENTIAL DESIGN

See HEC 448

3 hours

ART 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisites: ART 101 and 102 or permission. Six studio hours per week.

3 hours

ART 351 PRINTMAKING II

Editions produced by incorporating Intaglio and/or relief multiplate techniques. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

3 hours

ART 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course.

3 hours

ART 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be repeated for credit.

3 hours

ART 265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisites: ART 101 and 107.

3 hours

ART 270 FIBER OR METAL CRAFTS

Fiber crafts: an introduction to various fabric construction and embellishment techniques, including woven, non-woven, and surface design processes. Prerequisite: ART 105.

Metal crafts: an introduction to the design and production of jewelry. Techniques, such as cloisonne, enameling, fabrication, casting, and surface embellishment will be examined.

3 hours

Art Education

**ART 734 THEORY AND METHODS OF
TEACHING ART
IN THE ELEMENTARY SCHOOL K-5
(for art majors)**

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

3 hours

**ART 735 THEORY AND METHODS OF
TEACHING ART
IN THE MIDDLE SCHOOL 6-8
(for art majors)**

A study of teaching methodologies appropriate for

middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

3 hours

**ART 736 THEORY AND METHODS OF
TEACHING ART
IN THE HIGH SCHOOL**

A study of traditional and experimental methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. Attention to the development of programs which deal with both the non-artist and the future artist is a priority. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

3 hours

ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100.

3 hours

ART 493 SENIOR SEMINAR

All art majors must register for this course in the first semester of the senior year. Students will begin research or studio work for their senior project and will serve as gallery assistants working in their particular concentration area. Seminar topics focus on the profession of art. Prerequisite: three years of art study.

2 hours

ART 494 SENIOR PROJECT

All senior art majors should register for this course in the last semester of the senior year. The student will produce an exhibition of her art work, prepare a professional design portfolio, or write a research paper on an art-related subject. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Prerequisite: ART 493.

1 hour

BIOLOGY AND HEALTH SCIENCES

Associate Professor Smith, *Head*; Professor Bunn; Visiting Professor Swab; Associate Professors Reid and Grimes; Assistant Professor Wolfinger.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

- to achieve a level of scientific literacy and analytical ability among students, which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

Requirements for a Major

BACHELOR OF ARTS—Biology

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

Required Courses

1. BIO 101, 141, 102, 142, 334, 344, and
One course from each of the following:
 - a. BIO 331 and 341 or 231
 - b. BIO 222 and 242 or 214 and 245
 - c. BIO 211 and 241, 311 and 346
or 234 and 244

*Students who choose Bio 321 and 345 may not choose 322 and 342.

**Bio 436 and 446 is the same course as CHE 436 and 446.

- d. BIO 321 and 345 or 322 and 342
2. CHE 111, 141, 112, 142, 221, and 241
3. MAT 211
4. Biology electives - 3 hours

BACHELOR OF SCIENCE—Biology

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

Required Courses

1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
 - a. BIO 499 or special studies to total two hours
 - b. BIO 321 and 345* or 436 and 446
 - c. BIO 222 and 242 or 214 and 245
 - d. BIO 323 and 343 or 322 and 342
 - e. BIO 211 and 241 or 311 and 346
or 234 and 244
2. CHE 111, 141, 112, 142, 221, and 241 and
One course from
CHE 222 and 242 or 436 and 446**
3. PHY 211, 241, 212, 242
4. MAT 211 and
One course from
MAT 212 or 245
5. Biology electives- 2 hours

BACHELOR OF SCIENCE—Medical Technology

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. (See General Education Requirements.)

Required Courses at Meredith

1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
 - a. BIO 322 and 342 or 321 and 345
 - b. BIO 222 and 242 or 214 and 245
2. CHE 111, 141, 112, 142, 221, and 241 and
One course from
CHE 222 and 242 or 436 and 446
3. MAT 211 The student must complete the medical technology program at Duke University Medical Center.

BACHELOR OF SCIENCE—Health Science

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, home economics, or psy-

chology. A student must have completed 101 semester hours at Meredith before entering Bowman-Gray School of Medicine. She must also have completed a minimum of 500 hours of clinical experience through community internships, co-op programs, or as a volunteer. See General Education Requirements.

Required Courses at Meredith

1. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
2. Concentration of a minimum of 18 hours in one of the following areas:
CHE 111, 141, 112, 142, 221, 241, 222, 242,
and PHY 211 and 212
HEC 124, 227, 428, 429
and electives to total 18 hours
PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

Requirements for a Minor

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

Curriculum

BIO 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include biology at the cellular and subcellular levels, vertebrate physiology and anatomy, and biology of the flowering plants. Three lectures per week.

3 hours

BIO 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Dissection of a preserved frog is required. Corequisite or Prerequisite: BIO 101.

1 hour

BIO 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Prerequisites: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

3 hours

BIO 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Dissection of preserved invertebrate animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

BIO 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

Fall, even-numbered years

3 hours

BIO 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

BIO 214 PARASITOLOGY

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

Spring, odd-numbered years

3 hours

BIO 245 PARASITOLOGY LABORATORY

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

1 hour

BIO 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

Spring

2 hours

**BIO 242 INVERTEBRATE ZOOLOGY
LABORATORY**

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture five species of invertebrates (one protozoan, one cnidarian, three insects). In addition, experience in using and constructing dichotomous keys will be given. Field trips are a possibility. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

BIO 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent.

Fall, odd-numbered years

3 hours

BIO 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week.

Spring

3 hours

**BIO 244 PRINCIPLES OF ECOLOGY
LABORATORY**

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

BIO 301 THE SCIENTIFIC LITERATURE

See CHE 301.

1 hour

BIO 302 EXPERIMENTAL DESIGN

See CHE 302.

1 hour

BIO 311 HISTOLOGY

A survey of mammalian tissues and organs at the light and electron microscope level, and a comprehensive review of the general principles of microscopy and microtechnique. A visual approach to the science is used. Prerequisites: BIO 101, 141, 102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

Spring, even-numbered years

3 hours

BIO 346 HISTOLOGY LABORATORY

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

1 hour

**BIO 321 COMPARATIVE VERTEBRATE
ANATOMY**

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ-systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

Fall

2 hours

**BIO 345 COMPARATIVE VERTEBRATE
ANATOMY LABORATORY**

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours—

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisite:

sites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

Spring

3 hours

BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

BIO 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week.

Fall

3 hours

BIO 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week.

1 hour

BIO 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and musculature coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101, 141, 102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

Fall

3 hours

BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

1 hour

BIO 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, food, and medical areas. Recommended for chemistry majors. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

Spring

3 hours

BIO 344 MICROBIOLOGY LABORATORY

A series of laboratory exercises designed to acquaint students with the techniques used in studying microorganisms, including aseptic, staining, and culturing techniques. Students learn the application of these techniques in industrial, food, and medical areas. Students are required to isolate, characterize, and identify an organism from the environment. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

1 hour

BIO 400 RESEARCH

See CHE 400.

1 to 3 hours

BIO 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.

Fall, odd-numbered years

3 hours

BIO 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week.

1 hour

BIO 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

Spring

3 hours

BIO 446 BIOCHEMISTRY LABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week.

1 hour

BIO 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only.

Spring

1 hour

SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher certification in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.

Spring

3 hours

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 67.

BUSINESS AND ECONOMICS

Irving H. Wainwright Professor of Business Spanton, Head; Professor Oatsvall; Associate Professors Ammann, Bledsoe, Crew, Johnson, Spencer, and Wakeman; Assistant Professors Shuey and Wessels; Instructors Hanner, Lackey, and Lippard; Adjuncts Huggard, Johnston, Steele, and Stevenson.

The department offers a B.S. degree with a major in business administration and with concentrations in accounting, economics, management, and marketing; a B.A. degree with a major in economics; and the Master of Business Administration (MBA). Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration.

***Requirements for a B.S. Degree
with a Major in Business Administration***

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

Business Concentrations

The *Accounting Concentration* prepares candidates for the Certified Public Accountant (CPA) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, and 434 plus 12 additional hours selected from BUS 332, 435, 436, 437, 438, 454, 457, and 491, or other accounting courses, approved by the department head. In order to complete this concentration within four academic years,

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses, approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields.

In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses approved by the department head.

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take BUS 332, 465, and 499 and 15 additional hours selected from BUS 448, 454, 466, 467, 468, 491, 494, ECO 311, or related courses approved by the department head.

Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, and marketing; these minors are available to complement majors in other departments only.

The *Accounting Minor* includes a core of BUS 230, 231, 334, 335, and any three electives chosen from BUS 332, 333, 434, 437, 438, or 454.

The *Business Administration Minor* includes a core of BUS 230, 346, ECO 210, 211, and any three electives chosen from BUS 231, 366, 448, 454, 490, ECO 310 and 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 364, 434, 435, 455, 456, BUS 490, 491, 492, or 494.

The *Finance Minor* includes a core of BUS 230, 231, 490, 491, ECO 211, and 311, and one elective chosen from BUS 332, 333, 334, 335, 492, 494, and ECO 210, 455, and 456.

The *Management Minor* includes a core of BUS 230, 346, 366, 446, 448, ECO 211, and one elective chosen from BUS 231, 384, 466, 468, ECO 210 or 364.

The *Marketing Minor* includes a core of BUS 230, 346, 366, 465, 468, ECO 211, and one elective chosen from BUS 231, 384, 454, 466, 467, ECO 210 or 311.

Requirements for B.A. Degree with a Major in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

Certification

The department offers courses to prepare a student for the Basic Teaching Certificate in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher certification pursue a specified series of additional courses. Students seeking certification should consult the department head.

Curriculum Accounting

BUS 230 PRINCIPLES OF ACCOUNTING

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 hours

BUS 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: BUS 230.

3 hours

BUS 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisite: BUS 231.

3 hours

BUS 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: BUS 231 and 332 or 334.

Spring

3 hours

BUS 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations;

and investments. Prerequisite: BUS 231 with a C or better grade or with instructor's permission.

Fall 3 hours

BUS 335 INTERMEDIATE ACCOUNTING II

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholders' equity; long-term liabilities; special sales methods; accounting changes; pensions; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334 with a C or better grade.

Spring 3 hours

BUS 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231.

Fall 3 hours

BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434.

Spring 3 hours

BUS 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements concerning the following: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, pensions, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: BUS 335.

Fall 3 hours

BUS 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: BUS 335.

Fall 3 hours

BUS 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335.

Spring 3 hours

Economics

ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

Fall 3 hours

ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

Spring 3 hours

ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, alternate years 3 hours

ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211.

Fall 3 hours

ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No

credit given in major for business and economics. Also offered as HEC 374.

3 hours

ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

Fall

3 hours

ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211.

Spring

3 hours

ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

Spring

3 hours

ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

Spring, alternate years

3 hours

Finance

BUS 490 CORPORATION FINANCE

A study of the principles of optimal financial policy in the acquisition and management of funds by the profitmaximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, BUS 231, and MAT 245.

3 hours

BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital

budgeting criteria, and long and short term financing. Prerequisite: BUS 490.

Spring

3 hours

BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

Fall

3 hours

Marketing

BUS 366 PRINCIPLES OF MARKETING

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

BUS 465 MARKETING RESEARCH

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

Fall

3 hours

BUS 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

3 hours

BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 hours

BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, per-

82 / COURSES OF STUDY

Business and Economics

ceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

Management

BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department.

3 hours

BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade among nations, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

Spring

3 hours

BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 hours

BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: junior standing; BUS 346.

3 hours

BUS 454 BUSINESS LAW

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society.

Fall

3 hours

BUS 457 ADVANCED BUSINESS LAW

A study of the main principles of law affecting the conduct of trade and industry; this includes an intense examination of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) as well as the study of business corporations and partnerships. Prerequisite: BUS 454.

Spring

3 hours

BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

Spring, alternate years

3 hours

BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations. Prerequisites: BUS 346, 332, and senior standing.

3 hours

Other

BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in

the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

Fall 3 hours

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 67.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Head*; Associate Professor Lewis; Assistant Professors Birkin and Hassett; Adjunct Preston.

The Department of Chemistry and Physical Science attempts to prepare students for a variety of goals in life. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills, the knowledge and skills which will be important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for

students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

The requirements for minors in chemistry, chemical physics, and geography are available in the departmental office.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

Requirements for a Major CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 hours in mathematics numbered 200 or above

BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

Curriculum Chemistry

CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

Fall

3 hours

CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

Fall 1 hour

CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142.

Spring 3 hours

CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141.

3 hours

CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

Spring 1 hour

CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

Fall 3 hours

CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

Fall 1 hour

CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

Spring 3 hours

**CHE 242 ORGANIC CHEMISTRY
LABORATORY II**

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemi-

cal tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

Spring 1 hour

CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, and experimental design strategies. Prerequisite: CHE 221.

1 hour

**CHE 350 QUANTITATIVE ANALYTICAL
CHEMISTRY**

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week.

Spring, even-numbered years 4 hours

CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour.

1 to 3 hours

CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

**CHE 420 CHEMICAL THERMODYNAMICS AND
KINETICS**

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fall, even-numbered years 3 hours

CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Spring, odd-numbered years 3 hours

CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration.

Spring, odd-numbered years 1 hour

CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

1 hour

CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

Fall, odd-numbered years

3 hours

CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

Physics

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

Spring, even-numbered years

3 hours

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

Fall

3 hours

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

Fall

1 hour

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

Spring

3 hours

PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

Spring

1 hour

PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

Spring, odd-numbered years

3 hours

Geography

GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week.

4 hours

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade.

3 hours

GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

1 hour

GEO 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations.

3 hours

GEO 302 ECONOMIC GEOGRAPHY

A discussion of the geographical bases of economic production in terms of primary, secondary, and tertiary activities. Analyses of how states and regions develop production specialization through resource allocation.

3 hours

GEO 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, inter-state relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

3 hours

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. See page 78 for course description.

3 hours

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 67.

EDUCATION

Associate Professor Clay, *Head*; Professor Johnson; Associate Professor Kratzer; Assistant Professors Southworth and Weir; Instructor Clary; Visiting Lecturer Heathcoat. Adjuncts Joyner, Midgett, and Willoughby.

Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement and teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate. The Master of Education Degree in elementary education leads to the N.C. graduate certificate in elementary education.

Education Programs

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, French, Spanish, dance, and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A. Students who plan to teach

1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
 - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
 - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers

declare a major to coincide with the subject area in which they want to be certified.

2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
 3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: An applicant's overall grade point average must be 2.5 or above for admission to the program.
 4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee.
- B. Students who plan to become school social workers
1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
 2. The registrar will send a copy of the Declaration of Major form to the education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee.
- II. Nondegree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded

by Meredith College but does lead to an initial or additional N.C. education certificate)

- A. All nondegree students seeking initial North Carolina education certification or an additional North Carolina education certificate should contact the head of the education department.
- B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific certification areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. teaching certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary certification areas. Information on endorsements is available in the Education Department and from advisers.

Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina certificate to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

- I. General Education Requirements
 - A. The general education requirements of the College
 - B. Within the general education requirements of the College, the following specific requirements:

Language arts	_____ 9
English composition and grammar:	
ENG 111, Principles of Writing (3)	
English Literature	
ENG 201, Major British Writers (3)	
American Literature	
ENG 206, Survey of American Literature (3)	
Social studies	_____ 9
HIS 101, The Emergence of Western Civilization,	

- or
 HIS 102, Modern
 Western Civilization (3)
 HIS 214, American History to 1876
 or
 HIS 314, Colonial American History
 (3)
 SOC 335, American Ethnic Relations
 (3)
 SOC 230 or 260 are strongly
 recommended as prerequisites.
- Psychology _____ 6
 PSY 210 Developmental Psychology (3)
 (Prerequisite: EDU 234 or PSY 100)
 PSY 312, The Psychology of
 Exceptional Individuals (3)
 (Prerequisite: EDU 234 or PSY100)
- Natural science _____ 8
 BIO 101, General Biology I (3)
 BIO 141, General Biology I
 Laboratory (1)
 GEO 204, Elements of Physical
 Geography (4)
- Mathematics _____ 6
 MAT 150, Fundamental Concepts
 of Math (3)
 and
 MAT 110, Elementary Functions
 or
 MAT 120, Finite Mathematics,
 or
 any calculus course (3 or 4)
- Cultural arts _____ 3
 IDS 100, Appreciation of Fine Arts (3)
 or
 ART 221 or 222 and MUS 214
- II. National Teacher Education (NTE) Requirements
 for Admission to Teacher Education
- A. The NTE, Communication Skills and General
 Knowledge, must be taken at the end of the
 sophomore year.
- B. To be formally admitted to the Teacher Edu-
 cation Program, the student must make a mini-
 mum score of 646 on the Communication Skills
 and a minimum score of 643 on the General
 Knowledge.
1. The tests may be taken more than once.
 2. No more than one-half of the total profes-
 sional studies program, exclusive of student
 teaching, can be taken until formal admis-
 sion requirements have been satisfied.
- III. Major Study Program Requirements in an Area Other
 than Education
- IV. Professional Education Requirements for Elementary
 Education (K-6) Students (36 sem. hrs.)
- A. Professional Education, General _____ 9
 EDU 232, Foundations of American
 Education (3)
 EDU 234, Educational Psychology (3)
 EDU 340, Teaching in the Elementary
 School (3)
- B. Professional Education, Methods _____ 21
 Prior to the BLOCK semester (last semester
 of the teacher education program):
 EDU 344, Communication Skills in the
 Elementary School (3)
 ART 744, Art in the Elementary School (2)
 (Prerequisite: IDS 100 or ART 120)
 HED 744, Health Education in the
 Elementary School (2)
 MUS 744, Music in the Elementary
 School (2)
 (Prerequisite: IDS 100 or MUS 214)
 PED 744, Physical Education in the
 Elementary School (2)
- In the BLOCK semester (last semester of
 the teacher education program):
 EDU 440, Seminar in Education (1)
 EDU 441, Introduction to Audio/Visual
 Materials (1)
 EDU 455, Literature in the Elementary
 School (2)
 EDU 456, Mathematics in the Elementary
 School (2)
 EDU 457, Science in the Elementary
 School (2)
 EDU 458, Social Studies in the
 Elementary School (2)
- C. Professional Education, Practicum _____ 6
 In the BLOCK semester (last semester of
 the teacher education program):
 EDU 439, Observation and Directed
 Teaching (6)
- D. Recommendations
1. It is strongly recommended that the
 professional education courses be taken
 IN THE ORDER THEY ARE LISTED
 ABOVE.
 2. Block semester can be either semester
 of the senior year provided that all
 other professional education courses
 have been satisfactorily completed.
- V. National Teacher Education (NTE) Requirements for
 North Carolina Initial Certification in Elementary Edu-
 cation (K-6)

- A. The NTE Core Battery Test 111, Professional Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, or Code 01, Education in the Elementary School, must be taken during or after the last semester of the student's teacher preparation program.
- B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-6) the student must make a minimum score of 646 on the NTE CB Test III and a minimum score on the Specialty Area Test. An endorsement in French or Spanish may be added to the K-6 certificate. Contact the education department or the foreign language department for details.

Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts	9
English Composition and Grammar: ENG 111, Principles of Writing (3) English Literature ENG 201, Major British Writers (3) American Literature ENG 206, Survey of American Literature (3)	
Social studies	9
HIS 101, The Emergence of Western Civilization or HIS 102, Modern Western Civilization (3) HIS 215, American History Since 1876 (3) SOC 335, American Ethnic Relations (3) SOC 230 or SOC 260 are strongly recommended as prerequisites.	
Psychology	3
PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)	
Natural science	8
BIO 101, General Biology I (3) BIO 141, General Biology I Laboratory (1) GEO 204, Elements of Physical Geography (4)	

Mathematics	3
MAT 110, MAT 120 or MAT 211	
Cultural arts	3
IDS 100, Appreciation of Fine Arts (3) Health and Physical Education	2
HED 100, Contemporary Health Issues (2)	
II. National Teacher Education (NTE) Requirements for Admission to Teacher Education Refer to page 88.	
III. Major Study Program Requirements in an Area Other than Education	
IV. A concentration in communication skills, mathemat- ics, science, or social studies. Middle grades education (6-9) teachers are encouraged to have a second con- centration.	
V. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)	
A. Professional Education, General	9
Prior to the BLOCK semester (last se- mester of the teacher education program): EDU 232, Foundations of American Education (3) EDU 234, Educational Psychology (3) EDU 350, Teaching in the Middle School (3)	
B. Professional Education, Methods	3
Prior to, or in, the BLOCK semester (last semester of the teacher education pro- gram): Methods 764 as appropriate to the required concentration (3) In the BLOCK semester (last semester of the teacher education program): EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1) EDU 466, Preadolescent and Adoles- cent Behavior (3) EDU 441, Introduction to Audio/ Visual Materials (1) EDU 471, Reading in the Content Areas (1-3)	
C. Professional Education, Practicum	6
In the BLOCK semester (last semester of the teacher education program): EDU 439, Observation and Directed Teaching (6)	
D. Recommendations	
1. It is strongly recommended that the pro- fessional education courses be taken IN THE ORDER LISTED ABOVE.	

Education

2. Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

VI. National Teacher Education (NTE) Requirements for North Carolina Initial certification in Middle Grades Education (6-9)

- A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
- B. To be eligible for the North Carolina Initial Certificate in Middle Grades Education (6-9), the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

VII. Program Requirements for Middle Grades Teacher Education (6-9)

- A. Communication Skills (6-9)
1. The general education program requirements of the College
 2. The specific requirements within the general education program
 3. Major study program in an area other than Education
 4. Concentration in Communication Skills— 25
ENG 111, Principles of Writing (3)
ENG 201, Major British Authors (3)
ENG 206, Survey of American Literature (3)
ENG 175, Grammar (1)
ENG Literature elective (3)
ENG 358, Advanced Composition: Expository and Technical (3)
ENG 240 Introduction to Films (3)
EDU 471, Reading in the Content Areas (3)
SPE 225, Fundamentals of Speech (3)
 5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.
- C. Mathematics (6-9)
1. The general education program requirements of the College
 2. The specific requirements within the general education program
 3. Major study program in an area other than education

4. A concentration in mathematics ————— 19

- MAT 110, Elementary Functions (3)
MAT 211, Calculus I (4)
MAT 220, Linear Algebra,
or
MAT 212, Calculus II (3)
MAT 250, introduction to
Mathematical Reasoning (2)
MAT 245, Statistics (3)
MAT 334, Modern College Geometry (3)
MAT 910, Topics in Mathematics for
Middle Grades (6-9) Certification (1)

5. Computer Science ————— 3

- CSC 111, Computers and Their Uses
or
CSC 201, Computer Science I with
Pascal (3)

6. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements

D. Science (6-9)

1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education

4. A concentration in science ————— 19

- BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
PHY 204, Principles of Physics (3)
GEO 204, Elements of Physical
Geography (4)

5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.

E. Social Studies (6-9)

1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education

4. A concentration in social studies ————— 21

- HIS 101, Emergence of Western Civilization,
or

- HIS 102, Modern Western Civilization (3)
HIS 215, American History Since 1876 (3)
HIS 224, Introduction to Non-Western Civilization (3)
HIS 520, North Carolina History (3)
ECO 210, Principles of Economics (3)
ECO 374, Consumer Economics (3)
GEO 205, World Regional Geography (3)
POL 100, American Political Systems, or
POL 200, Parties and Pressure Groups (3)
5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.
6. In addition to the above, the following courses are strongly recommended:
HIS 306, The Soviet Union in the 20th Century
GEO 368, Political Geography

Secondary Teacher Education (Grades 9-12) Programs

Students who expect to obtain an initial N.C. certificate to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
A. General education requirements
B. The major study requirements
II. Additional specialty study requirements for area of certification
III. Professional Education, General:
A. EDU 232, Foundations of American Education _____ 3
B. EDU 234, Educational Psychology _____ 3
C. METHODS 764 _____ 3
D. The BLOCK Courses
EDU 438, Field Experiences:
Middle Grades and Secondary - 1
EDU 439, Observation and
Directed Teaching (9-12) ——— 6
EDU 441, Introduction to
Audio/Visual Materials (1)
EDU 466, Preadolescent and Adolescent
Behavior _____ 3
EDU 467, The Secondary School— 3
EDU 471, Reading in the
Content Areas ——— 1-3

IV. National Teacher Education Requirements for Admission to Teacher Education. See page 88.

V. Program Requirements for Secondary Teacher Education (9-12) within the general education program requirements for all students

- A. PSY 312, Psychology of Exceptional Individuals _____ 3
(Prerequisite: EDU 234 or PSY 100)
B. SOC 335, American Ethnic Relations ——— 3
C. Biology Certification
1. General education program requirements
2. A major study program in biology chosen from
Bachelor of Arts (major Biology)
Bachelor of Science (major Biology)

Bachelor of Arts

- Biology _____ 30
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
BIO 334, Microbiology (3)
BIO 344, Microbiology Lab (1)
One course from each of the following:
BIO 331, Genetics (3)
and
BIO 341, Genetics Lab (1)
or
BIO 231, Human Genetics (3)
BIO 222, Invertebrate Zoology (2)
and
BIO 242, Invertebrate Zoology Lab (2)
or
BIO 214, Parasitology (3)
and
BIO 245, Parasitology Lab (1)
BIO 211, Advanced Plant Science (3)
and
BIO 241, Advanced Plant Science Lab (1)
or
BIO 311, Histology (3)
and
BIO 346, Histology Lab (1)
or
BIO 234, Principles of Ecology (3)
and
BIO 244, Principles of Ecology Lab (1)
BIO 321, Comparative Anatomy (2)
and
BIO 345, Comparative Anatomy Lab (2)
or
BIO 322, Human Anatomy and
Physiology (3)
and

BIO 342, Human Anatomy and Physiology Lab (1) Plus elective biology hours to total 30	
Chemistry	12
CHE 111, General Chemistry I (3)	
CHE 141, General Chemistry I Lab (1)	
CHE 112, General Chemistry II (3)	
CHE 142, General Chemistry II Lab (1)	
CHE 221, Organic Chemistry I (3)	
CHE 241, Organic Chemistry I Lab (1)	
Mathematics	4
MAT 211, Calculus I (4)	
Bachelor of Science	
Biology	36
BIO 101, General Biology I (3)	
BIO 141, General Biology I Lab (1)	
BIO 102, General Biology II (3)	
BIO 142, General Biology II Lab (1)	
BIO 331, Genetics (3)	
BIO 341, Genetics Lab (1)	
BIO 334, Microbiology (3)	
BIO 344, Microbiology Lab (1)	
One course from each of the following:	
BIO 499, Seminar (2)	
or	
Special Studies (2)	
BIO 321, Comparative Anatomy (2)	
and	
BIO 345, Comparative Anatomy Lab (2)	
or	
BIO 436, Biochemistry (3)	
and	
BIO 446, Biochemistry Lab (1)	
BIO 222, Invertebrate Zoology (2)	
and	
BIO 242, Invertebrate Zoology (1)	
or	
BIO 214, Parasitology (3)	
and	
BIO 245, Parasitology Lab (1)	
BIO 323, Vertebrate Physiology (3)	
and	
BIO 343, Vertebrate Physiology Lab (1)	
or	
BIO 322, Human Anatomy and Physiology (3)	
and	
BIO 342, Human Anatomy and Physiology Lab (1)	

BIO 211, Advanced Plant Biology (3)	
and	
BIO 241, Advanced Plant Biology Lab (1)	
or	
BIO 311, Histology (3)	
and	
BIO 346, Histology Lab (1)	
or	
BIO 234, Principles of Ecology (3)	
and	
BIO 244, Principles of Ecology Lab (1)	
Plus elective biology hours to total 36	
Students who choose BIO 321 and 345 may not choose BIO 322 and 342.	
Chemistry	16
CHE 111, General Chemistry I (3)	
CHE 141, General Chemistry I Lab (1)	
CHE 112, General Chemistry II (3)	
CHE 142, General Chemistry II Lab (1)	
CHE 221, Organic Chemistry I (3)	
CHE 241, Organic Chemistry I Lab (1)	
CHE 222, Organic Chemistry II (3)	
CHE 242, Organic Chemistry II Lab (1)	
Physics	8
PHY 211, General Physics I (3)	
PHY 241, General Physics I Lab (1)	
PHY 212, General Physics II (3)	
PHY 242, General Physics II Lab (1)	
Mathematics	7
MAT 211, Calculus I (4)	
MAT 212, Calculus II (3)	
or	
MAT 245, Statistics (3)	
D. Chemistry Certification	
Bachelor of Science	
Chemistry	36
CHE 111, General Chemistry I (3)	
CHE 141, General Chemistry I Lab (1)	
CHE 112, General Chemistry II (3)	
CHE 142, General Chemistry II Lab (1)	
CHE 221, Organic Chemistry I (3)	
CHE 241, Organic Chemistry I Lab (1)	
CHE 222, Organic Chemistry II (3)	
CHE 242, Organic Chemistry II Lab (1)	
CHE 350, Quantitative Analytical Chemistry (4)	
CHE 400, Research (1)	
CHE 420, Chemical Thermodynamics and Kinetics (3)	
CHE 430, Atomic and Molecular Structure (3)	
CHE 499, Chemistry Seminar (1)	
CHE Electives (8)	

Mathematics	13	One course in 18th or 19th century (ENG 340, 365, 367, or 368)
MAT 211, Calculus I (4)		One course in 20th century (ENG 345, 364, or 370)
MAT 212, Calculus II (3)		Prospective teachers are strongly urged to take one course in speech or theatre.
MAT 220, Linear Algebra (3)		
MAT 354, Differential Equations (3)		
Physics	8	
PHY 211, General Physics I (3)		
PHY 241, General Physics I Lab (1)		
PHY 212, General Physics II (3)		
PHY 242, General Physics II Lab (1)		
Biology	3	
BIO 101, General Biology I (3)		
Bachelor of Arts		
Chemistry	30	
CHE 111, General Chemistry I (3)		
CHE 141, General Chemistry I Lab		
CHE 112, General Chemistry II (3)		
CHE 142, General Chemistry II Lab (1)		
CHE 221, Organic Chemistry I (3)		
CHE 241, Organic Chemistry I Lab		
CHE 222, Organic Chemistry II (3)		
CHE 242, Organic Chemistry II Lab (1)		
CHE 350, Quantitative Analytical Chemistry (4)		
CHE 499, Seminar (1)		
Chemistry Electives (8)		
Mathematics	7	
MAT 211, Calculus I (4)		
MAT 212, Calculus II (3)		
Physics	8	
PHY 211, General Physics I (3)		
PHY 241, General Physics I Lab (1)		
PHY 212, General Physics II (3)		
PHY 242, General Physics II Lab		
E. English Certification		
English	39	
ENG 111, Principles of Writing (3)		
ENG 175, Grammar (1)		
ENG 201, Major British Authors (3)		
ENG 202, Development of English Literature (3)		
ENG 206, Survey of American Literature (3)		
ENG 240, Introduction to Film (3)		
ENG 275, Techniques of Literary Research (1)		
ENG 351, Old English (3)		
ENG 352, Chaucer (3)		
ENG 358, Advanced Composition (3)		
ENG 375, Research Project (1)		
In addition, prospective teachers must take One seminar (ENG 357, 359, or 498) One course in Shakespeare (ENG 355 or 356)		
F. Mathematics Certification		
Mathematics	33	
MAT 110, Elementary Functions (3)		
MAT 211, Calculus I (4)		
MAT 212, Calculus II (3)		
MAT 220, Linear Algebra (3)		
MAT 245, Statistics (3)		
MAT 250, An Introduction to Mathematical Reasoning (2)		
MAT 313, Calculus III (3)		
MAT 321, Modern Abstract Algebra (3)		
MAT 334, Modern College Geometry (3)		
MAT 340, Mathematical Probability and Statistics (3)		
From the following courses, prospective teachers must take 3 hours:		
CSC 111, Computers and Their Uses (3)		
CSC 201, Computer Science I with Pascal (3)		
G. Social Studies Certification		
History Knowledge	21	
Required for all history majors and strongly recommended for students majoring in other social science dis- ciplines		
HIS 101, The Emergence of Western Civilization		
or		
HIS 102, Modern Western Civilization (3)		
HIS 200, Introduction to Latin American History		
or		
HIS 224, Introduction to Non-Western Civilization (3)		
HIS 214, American History to 1876		
or		
HIS 215, American History Since 1876 (3)		
History Electives:		
HIS 302, English History Since 1066 (3)		
HIS 304, Ancient History (3)		
HIS 306, Soviet Union in the Twentieth Century (3)		
HIS 308, Contemporary Europe Since 1945 (3)		

- HIS 310, Modern China (3)
- HIS 313, Victorian America (3)
- HIS 314, Colonial American History (3)
- HIS 319, Contemporary American History Since 1945 (3)
- HIS 325, Asian Civilization (3)
- HIS 330, U.S. and World History (3)
- HIS 333, History of the South (3)
- HIS 520, History of North Carolina (3)

Social Science Knowledge _____ 21

From three different disciplines, students are required to select three courses from the recommended courses below:

Recommended Courses:

- ECO 210, Macroeconomic Principles (3)
- or
- ECO 374, Consumer Economics (3)
- GEO 368, Political Geography (3)
- POL 100, American Political System (3)
- SOC 230, Principles of Sociology (3)
- or
- SOC 335, American Ethnic Relations (3)

Social Science Electives:

- ECO 211, Microeconomic Principles (3)
- GEO 205, World Regional Geography (3)
- GEO 302, Economic Geography (3)
- POL 303, Contemporary American Politics
- or
- POL 200, Parties and Pressure Groups (3)
- SOC 260, Cultural Anthropology (3)
- SOC 231, Social Problems (3)
- or
- electives from anthropology, economics, human geography, politics, or sociology.

Occupational Teacher Education Programs

Students who expect to obtain an initial N.C. certificate to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation, including
 - A. General education requirements
 - B. The major study requirements
- II. Minimum semester hours in the occupational education certification subject areas:
 - A. Business and Office courses, semester hours _____ 39
 - B. Home Economics courses, semester hours _____ 48
- III. Minimum semester hours in professional education and related courses:
 - A. EDU 232, Foundations of American Education _____ 3
 - B. EDU 234, Educational Psychology _____ 3
 - C. METHODS 764 _____ 3
 - D. The BLOCK Courses
 - EDU 438, Field Experiences: Middle Grades and Secondary _____ 1
 - EDU 439, Observation and Directed Teaching (9-12) _____ 6
 - EDU 441, Introduction to Audio/Visual Materials _____ 1
 - EDU 466, Preadolescent and Adolescent Behavior _____ 3
 - EDU 467, The Secondary School _____ 3
 - EDU 471, Reaching in the Content Areas _____ 1-3
- IV. National Teacher Education (NTE) Requirements for Admission to Teacher Education. See page 88.
 - A. Business and Office Education
 1. General education program requirements (Refer to page 87.)
 2. Basic Business Certification _____ 57

These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for certification.

Core

 - ECO 210, Principles - Macro (3)
 - ECO 211, Principles - Micro (3)
 - BUS 230, Accounting Principles I (3)
 - BUS 231, Accounting Principles II (3)
 - BUS 346, Management Principles (3)
 - BUS 366, Marketing Principles (3)
 - BUS 490, Corporate Finance (3)
 - MAT 245, Basic Statistics (or equivalent) (3)

Concentration	
BUS 332, Managerial Accounting (3)	
BUS 499, Business Policy (3)	
BUS 384, Business Communication and Reports (3)	
BUS 454, Business Law (3)	
BUS 480, Business Internship (3)	
Approved electives, selected from	
BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)	
Required courses not counted in major	
BUS 220, Typewriting (3)	
ECO 374, Consumer Economics (3)	
CSC 111, Computers and Their Uses (1)	
CSC 211, Cobol Programming (3)	
3. Professional Education	13
Refer to page 88.	
B. Home Economics Education	
1. General education program requirements	
2. A major study program in Home Economics	
Child Development and Family Relationships	12
PSY 312, Psychology of Exceptional Individuals (3)	
HEC 234, Preschool Child (3)	
HEC 335, Marriage and Family Relationships (3)	
HEC 436, Preschool Administration (3)	
Clothing and Fashion Merchandising	6
HEC 115, Beginning Clothing Construction (3)	
HEC 418, Textiles (3)	
Foods and Nutrition	12
HEC 124, Introductory Foods and Cookery (3)	
HEC 326, Meal Management (2)	
HEC 227, Nutrition (3)	
HEC 327, Institutional Foods (3)	
HEC 328, Food Service Equipment (1)	
Interior Design and Housing	6
HEC 245, Housing (3)	
HEC 246, Home Furnishings Materials (3)	
Consumer Resource Management	9
HEC 355, Home Management Resources (3)	
HEC 455, Home Management Residence (3)	
ECO 374, Consumer Economics (3)	

Senior Seminar	1
Additional Hours	6
Students must select six additional hours of Home Economics for depth in an area. They are strongly urged to pursue a concentration in one of the occupational areas.	

School Social Worker Program

Students may wish to earn the N.C. school social worker certificate. Program requirements for School Social Work personnel follow:

1. General education program requirements	
2. Specific requirements for Social Work major	
Specified Liberal Arts Courses	22
(May also count toward general education requirements)	
BIO 101, General Biology I (3)	
SOC 230, Principles of Sociology (3)	
PSY 100, General Psychology (3)	
PSY 212, Psychology of Sex Roles (3)	
SOC 335, American Ethnic Relations (3)	
POL 100, American Political System (3)	
SOC 374, Social Research (3)	
SOC 375, Social Research Lab (1)	
Social Work Courses	34
SWK 240, Social Work as a Profession (3)	
SWK 301, The American Social Welfare System (3)	
SWK 302, Social Policy Analysis (3)	
SWK 307, Human Behavior for Social Work Practice I	
SWK 308, Human Behavior for Social Work Practice II	
SWK 304, Social Work Practice I (3)	
SWK 401, Social Work Practice II (3)	
SWK 402, Social Work Field Experience (in a public school setting) (10)	
SWK 403, Field Instruction Seminar (2)	
3. Professional Education	12
EDU 232, Foundations of American Education (3)	
EDU 234, Educational Psychology (3)	
PSY 312, The Psychology of Exceptional Individuals (3)	
SWK 405, Social Work in Public Schools (3)	

4. National Teacher Education (NTE) Requirements for Admission to Teacher Education.
See page 87.

Special Subject Area

Teacher Education (Grades K-12) Programs

I. Art (K-12)

- A. All college requirements for graduation.
B. Minimum semester hours in teaching field for grades K-12.

Art courses, semester hours ————— 34-37

C. General education program requirements

Humanities and Fine Arts ————— 27-30

English Composition (3-6)

Foreign Language (6)

Literature (6)

A three-hour course in
major British authors
and

A three-hour course in English,
American, or world literature
or

Any literature course in a
foreign language

Religion (6)

A six-hour introduction to the
Old and New Testaments
or

A three-hour introduction to
Biblical literature and history
and
one advanced three-hour
course in religion

Fine Arts (6)

Chosen from at least two of the
following categories: art, dance
(theory or history), music,
philosophy, speech, theatre

Social and Behavioral Sciences ————— 12

HIS 101, The Emergence of Western
Civilization (3)

or

HIS 102, Modern Western
Civilization

PSY 210, Developmental Psychology

or

PSY 310, Child and Adolescent
Development (3)

PSY 312, The Psychology of
Exceptional Individuals (3)

SOC 335, American Ethnic
Relations (3)

Mathematics and Natural Sciences ——— 13

One laboratory course chosen from
biology, chemistry, or physics (4)

One course in mathematics (3)

Electives (6)

Must include at least two of the
following categories: biology, chem-
istry, physical geography, physics, or
mathematics

Health and Physical Education ————— 4-5

Must include four activity courses
or

Three activity courses and a two hour
course in health or first aid

D. The Core Curriculum ————— 24

ART 100, Theory and Practice of Visual Arts
(Fr. only) (2)

ART 101, Drawing I (3)

ART 105, 2-D Design (3)

ART 106, Color Theory (3)

ART 221, Art History Survey I (3)

ART 222, Art History Survey II (3)

ART 493, Senior Seminar (2)

ART 494, Senior Project (1)

E. Other Required Art Courses ————— 18

ART 102, Drawing II (3)

ART 107, Three-Dimensional (3)

ART 210, Beginning Painting (3)

ART 260, Ceramics (3)

ART 265, Sculpture (3)

ART 270, Fiber Crafts or Metal Crafts (3)

ART 324, Topics in Modern Art History (3)

ART 350 or ART 351, Printmaking (3)

F. Professional Education Courses ————— 20

ART 734, Theory and Methods of Teaching
Art K-5 (3)

ART 735, Theory and Methods of Teaching
Art 6-8 (3)

ART 736, Theory and Methods of Teaching
Art 9-12 (3)

EDU 232, Foundations of American Educa-
tion (3)

EDU 234, Educational Psychology (3)

EDU 441, Introduction to Audio/Visual
Materials (1)

PSY 210, Developmental Psychology
or

PSY 310, Child and Adolescent Development
(3)

PSY 312, The Psychology of Exceptional
Individuals

SOC 335, American Ethnic Relations (3)

EDU 439, Observation and Directed Teaching (6)

EDU 471, Reading in the Content Area (1)

G. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
2. To be eligible for the North Carolina Initial Certificate in Art K-12, the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

II. Dance (K-12)

A. All College requirements for graduation.

1. General Education requirements
2. Major study requirements

B. Dance Certification Requirements (K-12) — 73

Science Core ————— 8

BIO 322/342, Human Anatomy and Physiology (4)

HED 282, Prevention and Care of Movement Injuries (1)

PED 482, Kinesiology (3)

Dance Technique ————— 10

DAN 253/353*, Modern II and/or III (1)

DAN 251/351, Ballet II and/or III (2)

DAN 254/354, Jazz II and/or III (1)

DAN 152, Folk and Square (1)

Electives, Level II or above (2)

Dance Theory ————— 22

IDS 100*, Appreciation of Fine Arts (3)

DAN 156, Movement Improvisation (2)

DAN 200*, Dance Appreciation (3)

DAN 255, Movement Fundamentals (2)

DAN 256, Composition I (3)

DAN 356, Composition II (3)

DAN 359, Dance History (3)

DAN 455, Dance Production (3)

Professional Education ————— 33

PSY 210 or 310*, Developmental Psychology (3)

PSY 312*, Psychology of Exceptional Individuals (3)

SOC 335*, American Ethnic Relations (3)

DAN 761, Theory/Methods of Teaching Dance, K-6 (3)

DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)

DAN 763, Reflective Teaching (3)

EDU 232, Foundations of American Education (3)

EDU 234, Education Psychology (3)

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 471, Reading in the Content Area (1)

EDU 439, Observation and Directed Teaching (6)

C. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

2. To be eligible for the North Carolina Initial Certificate in Dance K-12, the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

III. Music (K-12)

A. All college requirements for graduation.

B. Program Requirements for Music Education (K-12)

Liberal Arts and Sciences ————— 42

English Composition (3)

Major British Writers (3)

Foreign Language (6)

(Students will be placed at the appropriate level by the Department of Foreign Languages)

Religion (6)

A six-hour introduction to the Old and New Testaments
or

A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion

History of Western Civilization, 101 or 102 (3)

American Ethnic Relations, Sociology 335 (3)

*Also fulfills General Education Requirements

Education

Psychology of the Exceptional Individual (3)

Mathematics (3)

Lab Science (select from Biology, Chemistry, Physics) (4)

Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)

Electives in Liberal Arts and Sciences (4)

Music and Professional Education—— 83

Theory 100, 101, 202, 203 (12)

Ear Training 150, 151, 252, 253 (4)

Keyboard 140, 141, 242, 243 (4)

Music Literature 215 (2)

Music History 310, 311, 312, 313 (8)

Winds and Percussions 070 (4)

String Instruments 060 (2)

Guitar Lab 068 (1)

Instrumentation 304 (1)

Choral Arranging 308 (2)

Conducting 300, 301 (4)

Principal Applied Study (14)

Second Applied Study(ies) (3)

Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective

Graduation Recital 491 (1)

Keyboard Proficiency

Materials and Methods,

Elementary 720 (2)

Materials and Methods, Middle 721 (2)

Materials and Methods,

Secondary 722 (2)

Educational Psychology (3)

Foundations of American Education (3)

Student Teaching 439 (Block) (6)

Electives in Music, Professional

Education, or Psychology (0-2)

Reading, Education 344 or 471 (1-3)

EDU 441, Introduction to Audio/Visual Materials (1)

C. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

2. To be eligible for the North Carolina Initial Certificate in Music K-12, the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

IV. French, Spanish (K-12)

A. All College requirements for graduation, including

1. General Education requirements

2. Major study requirements

B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty credit hours are required to receive a B.A. degree in French and/or Spanish.

French

FRE 204, Structural French,
and

FRE 205, Intermediate French,
or

FRE 205, Intermediate French I,
and

FRE 206, Intermediate French II

FRE 304, French Civilization

FRE 305, Phonetics and Phonology

FRE 306, Advanced Grammar,
Composition and Linguistics

FRE 307, Advanced Conversation

FRE 364, French Literature to 1789

FRE 365, French Literature from 1789 to
the Present.

The remaining six credit hours may
be chose from

FRE 301, Business French

FRE 394, Seminar in 17th Century

FRE 395, Seminar in 18th Century

FRE 396, Seminar in 19th Century

FRE 397, Seminar in 20th Century

FRE 300, Life and Study Abroad

(Study in a country of the target
language is highly recommended;
credit hours are counted as elective.)

Spanish

SPA 204, Structural Spanish
and

SPA 205, Intermediate Spanish I
or

SPA 205, Intermediate Spanish I
and

SPA 206, Intermediate Spanish II

SPA 304, Spanish Civilization

SPA 305, Phonetics and Phonology

SPA 306, Advanced Grammar,
Composition and Linguistics
SPA 307, Conversation
SPA 364, Spanish Literature to 1800
SPA 365, Spanish Literature from 1800
to the Present
SPA 300, Life and Study Abroad (Study
in a country of the target language is
highly recommended; credit hours
are counted as elective.)

Occasionally, students may satisfy the
literature requirement with one of the
following:

SPA 368, Modern Spanish Drama
SPA 369, Modern Spanish Prose, Poetry
SPA 494, Seminar in the Golden Age of
Spain

- C. Professional Education Requirements
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
PSY 210, Developmental Psychology (3)
PSY 312, Psychology of Exceptional
Individuals (3)
SOC 335, American Ethnic Relations (3)
FL 763, Second Language Methods (2)
FL 764, Second Language Methods (2)
EDU 438, Field Experience (1)
EDU 441, Introduction to Audio/Visual
Materials (1)
EDU 466, Preadolescent, Adolescent
Behavior (3)
EDU 467, The Secondary School (3)
EDU 471, Reading in Content Areas (1)
EDU 439, Observation and Directed Teach-
ing (6)
- D. National Teacher (NTE) Requirements for North
Carolina Initial Certification in Special Subject
Area Programs (K-12)
1. The NTE Core Battery Test III, Professional
Knowledge, and the NTE Special Area Test in
the student's area of concentration must be taken
during, or after, the last semester of the student's
teacher preparation program.
 2. To be eligible for the North Carolina Initial Cer-
tificate in French and/or Spanish, K-12, the stu-
dent must make a minimum score of 646 on the
NTE CB Test III and the minimum required
score on the NTE Specialty Area Test in the
student's area of concentration.

*Note: NTE minimum score requirements for all
programs are subject to change as mandated by
the State Department of Public Instruction.*

Curriculum

Education Courses

Foundations of American Education, EDU 232, should
be the first course taken in the professional sequence.

EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical
foundations perspective including an understanding of
the American educational goal. Consideration is given to
educational organization, finance, law, administration
and curricula, as well as current issues facing American
schools. School related observations required.

3 hours

EDU 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie
effective educational practices. Attention is given to de-
velopmental processes, individual differences and moti-
vation, learning theory, measurement and evaluation,
and teacher behavior. School observations required.

3 hours

EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary
school, including curriculum, organization, teachers' roles
and responsibilities, and professionalism. Emphasis is
given to the integrated curriculum and developmentally
appropriate instructional strategies. Public school obser-
vations required.

3 hours

EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

This course is a study of the interrelated processes of
listening, speaking, reading, writing, and viewing, with
particular emphasis upon reading instruction. Decoding
strategies such as phonics and word attack skills are
developed. Whole language approaches to instruction
and assessment in all language arts are considered. School
observations required.

3 hours

EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other
institutions, can best meet the needs of young adolescents
who are experiencing significant developmental changes.
Since the onset of these changes and the rate at which they
occur vary considerably, there is tremendous pressure on
the individual to cope with her changing person. The
purpose of this course is to examine effective strategies
that can be used to help the student make this difficult

transition from elementary to secondary education. School observations required.

Spring 3 hours

EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

1 hour

EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business

Weekly seminars are arranged. Fee \$200.00. Block course. Pass-fail grading only.

6 hours

Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

- A. An overall grade point average of 2.5 or above to have been achieved by the end of the term prior to student teaching,
- B. Observation and participation in the public schools,
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness,
- D. Satisfactory completion of all required methods courses,
- E. The required physical exam for public school teachers,
- F. Filing of an application for student teaching placement with the Department of Education.

EDU 440 SEMINAR IN EDUCATION (Elementary)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

1 hour

EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

1 hour

EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of science in the elementary school, with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior. Block course.

3 hours

EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and evaluation. Block course.

3 hours

EDU 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials.

2 hours

EDU 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 hours

Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art (3 hours)

744 Art in the Elementary School (2 hours)

764 The Teaching of Science (3 hours)

764 The Teaching of Business (3 hours)

764 The Teaching of Foreign Language (3 hours)

764 The Teaching of English (3 hours)

744 Health Education in the Elementary School (2 hours)

744 Physical Education in the Elementary School
(2 hours)

764 The Teaching of Social Studies (3 hours)

764 Methods of Teaching Home Economics (3 hours)

764 Methods of Teaching Mathematics (3 hours)

720 Materials and Methods for Teaching Music in
Grades K-4 (2 hours)

721 Materials and Methods for Teaching Music in
Grades 4-6 (2 hours)

722 Materials and Methods for Teaching Music in
Grades 7-12 (2 hours)

744 Music in the Elementary School (2 hours)

ENGLISH

Professor Taylor, *Head*; Professor Knight, the *Mary Lynch Johnson Chair of English*; Professors Gilbert and Webb; Associate Professors English, Jackson, and Walton; Instructors Grathwohl and Miller; Writer-in-Residence Newton; Adjuncts Britt, Cockshurt, Colby, McGregor, and Rosser.

The courses offered by the Department of English are designed to foster in the student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film, and
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education—reading widely, thinking critically, and working to improve her speaking and writing.

The curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for business, law, and medicine.

Requirements for a Major in English

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

3 in medieval literature (351 or 352)

3 in Shakespeare (355 or 356)

3 in 18th/19th Century (340, 365, 367, or 368)

3 in 20th Century (345, 364, 370)

An additional 3 hours in courses numbered above the 200's.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 105, ART 240, SPE 225, ENG 358*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 359 (Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241, and 340, and BUS 366, 466, 467 and 468. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

Curriculum**ENG 111 PRINCIPLES OF WRITING**

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

ENG 150 SPELLING

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

Spring, if sufficient demand

1 hour

ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required of 6-9 communication skills and 9-12 English certification students.

Spring

1 hour

ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer.

3 hours

ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

3 hours

ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

[ENG 208 WORLD MASTERPIECES IN TRANSLATION]

3 hours

[ENG 235 WRITING OF POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall

3 hours

ENG 236 WRITING OF FICTION

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

Fall

3 hours

ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work

*ENG 358 must be taken for a grade (not pass/fail) to count toward the Professional Communications Concentration.

from the silent period through the 1990's by both American and European directors. Special attention to live and filmed performances.
Fall 3 hours

ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.
Fall 3 hours

ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper.
Fall 1 hour

ENG 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.
Spring 3 hours

ENG 345 IRISH RENAISSANCE

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.
Spring 3 hours

ENG 350 TOPICS IN DRAMA

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.
3 hours

ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.
Fall 3 hours

ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.
Spring 3 hours

ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and

late romances (356). Supplementary reading in nondramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.
Fall (ENG 355) 3 hours
Spring (ENG 356) 3 hours
3 or 6 hours

ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton.
Fall 3 hours

ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.
3 hours

ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 275 or equivalent. Prerequisite: 206.
Spring 3 hours

[ENG 364 TWENTIETH-CENTURY POETRY IN ENGLISH]

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.
Spring 3 hours

[ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.
Fall 3 hours

ENG 367 ENGLISH POETRY OF THE VICTORIAN PERIOD

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period.
Fall 3 hours

**ENG 368 ENGLISH LITERATURE OF THE
EIGHTEENTH CENTURY**

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

Spring 3 hours

**ENG 370 TWENTIETH-CENTURY PROSE
IN ENGLISH**

A study of the 20th century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

Fall 3 hours

ENG 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or corequisite: ENG 275.

1 hour

**ENG 475 INTRODUCTION TO
LITERARY CRITICISM**

An introduction to the art of literary criticism from Aristotle to Derrida.

Spring 1 hour

ENG 498 SEMINAR IN EUROPEAN LITERATURE

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

Spring 3 hours

ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

Fall 3 hours

Students who wish advanced study and research in literature should consult with the department head and arrange for

FOREIGN LANGUAGES

Professor Winz, *Head*; Associate Professors Comeaux, Thomas, and Pitts (*Acting Head*, spring 1993); Assistant Professors Lara-Martinez, Short, and Reiss; Instructors Mack and Rey.

The Department of Foreign Languages offers a major in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101, 102 are required. Contact the department head for more information.

***Requirements for Majors in
French and Spanish***

Thirty-two (32) hours above 101, 102 of course work are required for a major in French or Spanish. These must include 305, 306, 307, 304, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. They must also take HIS 102. They are advised to include a second language as a related field and are urged to take advantage of the overseas study programs offered through the department. It is strongly recommended that majors live two semesters in the International House.

Advanced Study

Foreign language students (especially German students) who wish advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 67.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions.

Advanced Placement

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. Students will not receive any credit if they place themselves on a lower level. However, a placement test will be given in August to those students who request it. By taking this advanced placement test, entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 courses. To receive advanced placement credit, a student must apply to the department head upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit

hours in the language she studied. The language requirement can never be waived.

Curriculum

French

FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week.*

Fall 3 hours

FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week.*

Spring 3 hours

FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. One hour of language laboratory required per week.*

Fall 3 hours

FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. One hour of language laboratory required per week.* Prerequisite: FRE 102, FRE 204 or equivalent.

Fall and Spring 3 hours

FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. One hour of language laboratory required per week.* Prerequisite: FRE 205 or equivalent.

Spring 3 hours

FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd-numbered years 3 hours

FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years 3 hours

FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Fall 3 hours

FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. Prerequisite: FRE 205 or equivalent.

Fall/Spring 3 hours

FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

Spring 3 hours

FRE 364 FRENCH LITERATURE TO 1789

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

Fall, even-numbered years 3 hours

FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present.

Spring, odd-numbered years 3 hours

FRE 394 SEMINAR IN SEVENTEENTH CENTURY*

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

3 hours

FRE 395 SEMINAR IN EIGHTEENTH CENTURY*

*The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

* All language labs are non-credit labs.

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships.

3 hours

FRE 396 SEMINAR IN NINETEENTH CENTURY*

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

3 hours

FRE 397 SEMINAR IN TWENTIETH CENTURY*

A study of the main literary movements of the 20th century, with selected readings of the more contemporary writers such as Camus, Sartre, Robbe-Grillet.

3 hours

Note: Before enrolling in a literature course, a student should try to complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200 level sequence, may be admitted to a literature course with the permission of the professor.

FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in France. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour

Completion of a paper or journal: 1 hour

Participation in a series of organized visits: 1 hour

Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

FRE 350 FRENCH SEMINAR

This is a weekly seminar (90 minutes per week) de-

*The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

signed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work or approval of instructor. Regular grading or pass-fail. Two semesters required of majors.

Fall/Spring

1 hour

For Certification Only**FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Internships

A limited number of internships for advanced students can be arranged through the department on the national and international level.

Certificat D'Aptitude Pratique

Meredith has been identified as a testing center for the CAP, the Certificat d'Aptitude Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

German**GER 101 ELEMENTARY GERMAN I**

Introduction to the German language. Grammar, graded readings, and some oral emphasis. One hour of language laboratory required per week.*

Fall

3 hours

GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. One hour of language laboratory required per week.*

Spring

3 hours

*All language labs are non-credit labs.

GER 201 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. One hour of language laboratory required per week.* Prerequisite: GER 102 or equivalent.

Fall 3 hours

GER 202 INTERMEDIATE GERMAN II

A continuation of German 201. More advanced grammar and readings and further emphasis on the spoken language. One hour of language laboratory required per week.*

Spring 3 hours

GER 307 ADVANCED CONVERSATION

Focus on oral proficiency. Prerequisites: GER 201, 202 or equivalent. Students should consult the head of the Department of Foreign Languages for information.

3 hours

GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 202 or equivalent.**

3 hours

GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour

Completion of a paper or journal: 1 hour

Participation in a series of organized visits: 1 hour

Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

*All language labs are non-credit labs.

**Students should consult the department head for information.

Latin

LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar.

Fall 3 hours

LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading.

Spring 3 hours

LAT 201 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid.

Fall 3 hours

LAT 202 INTERMEDIATE LATIN II

A continuation of Latin 201 with further emphasis on advanced readings.

Spring 3 hours

LAT 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or equivalent.

6 hours

LAT 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission.

6 hours

Students should consult with the department head about the possibility of advanced Latin studies.

Spanish

SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. One hour of language laboratory required per week.*

Fall 3 hours

SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be

*All language labs are non-credit labs.

used in the classroom for orientation purposes only. One hour of language laboratory required per week.*

Spring 3 hours

SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. One hour of language laboratory required per week.*

Fall 3 hours

SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. One hour of language laboratory required per week.* Prerequisite: SPA 102, SPA 204, or equivalent.

Fall/Spring 3 hours

SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. One hour of language laboratory required per week.* Prerequisite: SPA 205 or equivalent.

Spring 3 hours

SPA 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years 3 hours

SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Fall/Spring 3 hours

SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Fall/Spring 3 hours

SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntac-

tic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

Spring 3 hours

SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century.

Fall, odd-numbered years 3 hours

SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367.

Spring, even-numbered years 3 hours

SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods.

Fall, even-numbered years 3 hours

SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda.

Spring, odd-numbered years 3 hours

SPA 368 MODERN SPANISH DRAMA*

Masterpieces of modern Spanish drama.

3 hours

SPA 369 MODERN SPANISH PROSE, POETRY**

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners—Vicente Aleixandre and others.

3 hours

SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN**

Selected works from Cervantes and the Golden Age Theater.

3 hours

Note: Before enrolling in a literature course, a student should try to complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200 level sequence may be admitted to a literature course with the permission of the professor.

*All language labs are non-credit labs.

**SPA 368, 369, and 494 will not be offered on a regular basis. Students should consult the department head for information.

*All language labs are non-credit labs.

SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour

Completion of a paper or journal: 1 hour

Participation in a series of organized visits: 1 hour

Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

SPA 350 SPANISH SEMINAR

This is a weekly seminar (90 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass-fail. May be repeated for credit. Two semesters required of majors.

Fall/Spring

1 hour

For Certification Only**FL 763 THE TEACHING OF
A FOREIGN LANGUAGE IN THE
ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

**FL 764 THE TEACHING OF
A FOREIGN LANGUAGE IN THE
SECONDARY SCHOOL**

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

**HEALTH,
PHYSICAL EDUCATION,
AND DANCE**

Associate Professor Chamblee, *Head and Athletic Director*; Associate Professor Bross; Assistant Professors Brown, Colwell, Elliott, Hatchell, and Taylor; Adjuncts Cooper, Grady, Faulk, Piette, and Richard.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self by integrating skill development and creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphasis on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in the intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers a program of study leading to a Bachelor of Arts degree in dance, which emphasizes the creative, technical, and theoretical aspects of dance as a performing art. Students interested in teaching may obtain a K-12 teaching certification in dance. The department also offers a minor in dance and minors in physical education, with an emphasis on fitness and teaching/coaching.

Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program.

Requirements for a Major in Dance

The requirements for a major in dance shall include fulfillment of the general education requirements in addition to the following 56 credit hours:

	Credit Hours
A. Science Core _____	16
BIO 101/141, General Biology I and lab* (4)	
BIO 102/142, General Biology II and lab (4)*	
BIO 322/342, Human Anatomy and Physiology (4)	
HED 282, Prevention and Care of Movement Injuries (1)	
PED 482, Kinesiology (3)	
B. Dance Technique and Performance _____	14
Technique* _____	10
DAN 253/353, Modern II/III (4)	

* May fulfill general education requirements.

DAN 251/351, Ballet II/III (2)

DAN 254/354, Jazz II/III (1)

Electives (may include

DAN 258) (3)

Performance _____ 4

DAN 453, Meredith Dance

Theatre (4)

C. Dance Theory _____ 23

DAN 156, Movement

Improvisation (2)

THE 245, Stagecraft (3)

DAN 200,* Dance Appreciation (3)

DAN 255, Movement

Fundamentals (2)

DAN 256, Composition I (3)

DAN 356, Composition II (3)

DAN 359, Dance History (3)

DAN 455, Dance Production (3)

DAN 456, Dance Practicum (1)

D. Fine Arts Electives _____ 3

Three hours of guided electives to be chosen from music, theatre, or art; or three hours from dance courses numbered 300 or above, including methods.

Teaching Certification in Dance

The K-12 Teaching Certification in Dance is designed for those students who wish to pursue the teaching of dance as a profession. This program of study will result in certification by the North Carolina Department of Public Instruction to teach dance in Grades K-12. See specific requirements in the teacher education section of this catalogue.

Curriculum

Theory: Health

HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices.

2 hours

HED 200 FIRST AID*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

2 hours

HED 282 PREVENTION AND CARE OF INJURIES

Emphasis is on prevention and treatment of injuries incurred in dance and sports activities.

1 hour

*May fulfill general education requirements.

HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements.

2 hours

Theory: Physical Education

PED 255 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Basic principles of motor development and psychology of motor learning related to the learning and performance of motor skills will be emphasized.

2 hours

PED 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

3 hours

PED 350 TEACHING AND COACHING INDIVIDUAL SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching individual sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in individual sports activity classes chosen from archery, badminton, golf, tennis; intercollegiate golf, intercollegiate tennis; or equivalent.

3 hours

PED 351 TEACHING AND COACHING TEAM SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching team sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in team sports activity classes chosen from basketball, softball, volleyball; intercollegiate basketball, softball, or volleyball; or equivalent.

3 hours

PED 450 PRACTICUM FOR GRADES K-6

A course designed to provide a supervised teaching experience emphasizing basic movement, sports skills, games, dance, and gymnastics in a school setting. Prerequisites: PED 744, HED 744, PED 255.

3 hours

PED 451 PRACTICUM FOR GRADES 7-12

A course designed to provide a supervised teaching and/or coaching experience in a school setting. Prerequisites: PED 350.

3 hours

PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course is designed to aid students in understanding and analyzing human movement in sports, dance, and physical education activities. Prerequisite: BIO 322 and 342.

3 hours

**PED 744 PHYSICAL EDUCATION IN THE
ELEMENTARY SCHOOL**

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.

2 hours

Theory: Dance

DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

3 hours

DAN 255 MOVEMENT FUNDAMENTALS

An introduction, through readings and movement exploration, to the fundamental elements of human movement, including the use of the body, space, effort, and time.

2 hours

DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space,

time, energy, abstraction, motif and development, basic form, and the selection of music.

3 hours

DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form.

3 hours

DAN 359 DANCE HISTORY

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments.

3 hours

DAN 455 DANCE PRODUCTION

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videotaping.

3 hours

DAN 456 DANCE PRACTICUM

A course designed to give the student practical experience in such areas as choreography, teaching, production, etc. All course specifications must be approved by the instructor prior to registration.

1 to 3 hours

**DAN 761 THEORY AND METHODS
OF TEACHING DANCE, K-6**

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 255 or by teacher permission.

Fall

3 hours

**DAN 762 THEORY AND METHODS
OF TEACHING DANCE, 7-12**

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching ap-

proaches, and examining methods of evaluation. Prerequisite: DAN 761 or by teacher permission.

Spring

3 hours

DAN 763 REFLECTIVE TEACHING

A course designed to provide the student with directed field experiences in teaching dance in public schools. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

Fall

3 hours

Activity Classes

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or minoring in physical education or dance.

Students may repeat PE activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry *one credit hour* per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 62 for exception.)

Equitation, ice skating, skiing, and racquetball are taught by professionals at off-campus facilities.

Physical Education

Aquatics

PED 110 **Swimming I**—for non-swimmers.

PED 113 **Synchronized Swimming I**—fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.

PED 210 **Swimming II**—must be able to swim two lengths of pool.

PED 211 **Aquatic First Aid, CPR, and Emergency Water Safety***

PED 212 **Scuba Diving***—Prerequisite PED 210 or equivalent

PED 310 **Swimming III**—advanced strokes, synchronized and diving.

PED 311 **Lifeguarding***—for strong swimmers seeking an American Red Cross lifeguarding certificate. Prerequisite: Current First Aid and CPR certificate.

PED 312 **Water Safety Instructor***—A course designed to train students to teach American Red Cross water safety courses. Prerequisite: current Red Cross lifeguarding certificate or emergency water safety certificate.

PED 313 **Synchronized Swimming II**—Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Conditioning and Physical Fitness

PED 120 **Cross Training**—an introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobics, aquatic fitness, and weight training.

PED 121 **Cardio-Funk Aerobics**—Street dance in aerobic class setting.

PED 122 **Aerobic Dance-Exercise**—Dance-exercise to music.

PED 123 **Aerobics Activities**—A combination of aerobic exercise, cycling, jogging, and swimming.

PED 124 **Strength Training**—Omnikineti (hydra-fitness) and isotonic weight lifting (universal and free weights) for muscle strength and endurance.

PED 125 **Aquatic Fitness**—Aerobic exercise and swimming to music. Prerequisite: Must be able to swim two lengths of pool.

PED 126 **Muscle Tone and Stretch**—An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

Individual Sports

PED 130 **Equitation I*** (Beginner)—taught at McNair's and Ballentine's Stables

PED 140 **Archery**

PED 141 **Badminton I** (Beginner)

PED 142 **Bowling I***—taught at Western Lanes.

PED 143 **Golf I***

PED 146 **Tennis** (Beginner)

PED 147 **Snow Skiing***—taught between semesters (French Swiss Ski College, Boone, North Carolina).

PED 148 **Racquet Ball I***

PED 149 **Karate***

*Special Fee

*Special Fee

- PED 150 **Ice Skating***—taught at Ice House, Cary
PED 230 **Equitation II*** (Intermediate)—taught at McNair's and Ballentine's Stables
PED 241 **Badminton II**—Prerequisite: PED 141 or equivalent.
PED 242 **Bowling II***—Prerequisite: PED 142 or equivalent.
PED 243 **GOLF II***—Prerequisite: PED 143 or equivalent.
PED 246 **Tennis II**—Prerequisite: PED 146 or equivalent.
PED 248 **Racquet Ball II***—Prerequisite: PED 148 or equivalent.
PED 330 **Equitation III*** (Advanced)—taught at McNair's and Ballentine's Stables.
PED 346 **Tennis III**—Prerequisite: PED 246 or equivalent.

Team Sports

- PED 161 **Basketball**
PED 163 **Softball**
PED 164 **Volleyball**

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

- PED 470 **Golf**
PED 471 **Basketball**
PED 475 **Volleyball**
PED 476 **Tennis**
PED 477 **Fast Pitch Softball**

Dance

- DAN 151 **Ballet I**
DAN 152 **Folk and Square**
DAN 153 **Modern I**
DAN 154 **Jazz I**
DAN 156 **Movement Improvisation** - An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

2 hours

- DAN 251 **Ballet II**—Prerequisite DAN 151 or equivalent
DAN 253 **Modern II**—Prerequisite: DAN 153 or equivalent
DAN 254 **Jazz II**—Prerequisite: DAN 154 or equivalent
DAN 258 **Mind/Body Integration**—A unique approach to postural re-education through body awareness and stress reduction techniques.

- DAN 351 **Ballet III**—Prerequisite: DAN 251 or equivalent
DAN 353 **Modern III**—Prerequisite: DAN 253 or equivalent
DAN 354 **Jazz III**—Prerequisite: DAN 254 or equivalent
DAN 453 **Meredith Dance Theatre** - A performance company. Membership by audition or invitation.

HISTORY AND POLITICS

Professor F. Grubbs, *Head*; Professors Burris and C. Grubbs; Associate Professors Frazier (*Director of Programs in Politics*) and Gates; Assistant Professors Novak and True-Weber; Adjuncts Happer, McDaniel, and Butler.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that, thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

Special Career Directions

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

*Special Fee

Requirements for a Major in History

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Mr. Grubbs.

Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major in International Studies

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

Requirements for a Minor in History

The minor in history consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334 Research.

Requirements for a Concentration in Criminal Justice Studies (HIS or POL)

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

Curriculum

History

HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of

these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

Fall

3 hours

HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

Spring

3 hours

HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

Fall, even-numbered years

3 hours

HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

Fall

3 hours

HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

Spring

3 hours

HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.

Spring, odd-numbered years

Fall, odd-numbered years

3 hours

HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: three semester hours of history or by permission.

Every three years

1 hour

HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: three semester hours of history or by permission.

Every three years

1 hour

HIS 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission.

Every three years 1 hour

HIS 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues.

Spring, even-numbered years 3 hours

HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

Fall, odd-numbered years 3 hours

HIS 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role.

Spring, even-numbered years 3 hours

HIS 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations.

Spring, odd-numbered years 3 hours

HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

Fall, even-numbered years 3 hours

HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

Fall, even-numbered years 3 hours

HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period.

Spring, even-numbered years 3 hours

HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

Fall, odd-numbered years 3 hours

HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

Spring, even-numbered years 3 hours

HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States vis-a-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

Spring, odd-numbered years 3 hours

HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

Fall, odd-numbered years 3 hours

HIS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200 level course).

Fall and Spring 3 hours

HIS 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only.

Fall and Spring 3 hours

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

Fall, even-numbered years 3 hours

HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Spring 3 hours

Politics**Requirements for a Major in Political Studies**

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 200, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. The choice of courses must be approved by the director of the political studies program. Major professor, Mr. Frazier.

Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 200, and, in addition, 12 hours in politics courses in consultation with the director of political studies.

Curriculum**POL 100 AMERICAN POLITICAL SYSTEM**

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

Fall and Spring

3 hours

POL 200 INTERMEDIATE SEMINAR IN POLITICS

Emphasis is on reading contemporary journal articles and original sources on selected topics in American politics to develop writing, analysis, and research skills. (Majors should take this course as early as possible in their program.) Prerequisites: POL 100, ENG 111.

Spring

3 hours

POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation.

Spring, even-numbered years

3 hours

POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international orga-

nizations, and multinational corporations. Includes a participatory simulation of an international crisis.

3 hours

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

Fall

3 hours

POL 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs.

Fall, odd-numbered years

3 hours

POL 305 INTRODUCTION TO PUBLIC MANAGEMENT

An introduction to the role of the executive branch in the American political system, to the history and theory of public sector management, and to the skills needed by public sector managers.

Fall, odd-numbered years

3 hours

POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Students may work out research proposals with the director of the political studies program. Prerequisite: POL 200.

Fall

3 to 4 hours

CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship.

Spring, odd-numbered years

6 to 12 hours

POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the Gen-

eral Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.

Spring, odd-numbered years

6 hours

POL 374 SOCIAL RESEARCH PRINCIPLES

See SOC 374 for description.

3 hours

POL 375 SOCIAL RESEARCH METHODS AND STATISTICS

See SOC 375 for description.

3 hours

COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program.

1 to 4 hours

Legal Assistant Courses

LEG 400 LEGAL SURVEY

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations.

3 hours

LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400.

3 hours

Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 67.

HOME ECONOMICS

Professor Stuber, *Head*; Professor Goode; Associate Professor Ellis; Assistant Professors Burpitt, Prillaman, B. Taylor, and Tippet; Adjuncts Abbate, Andron, Barish, Brainard, and Holliday.

The objectives of the programs offered by the Home Economics Department are to enable the student to

1. pursue a career in her chosen area of study (interior design, child development, foods and nutrition, clothing and fashion merchandising, and general home economics),
2. select and enter a graduate program in a chosen field of study,
3. synthesize knowledge gained from the arts and sciences and apply it to home economics,
4. apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society, and
5. demonstrate effective communication skills, creativity, critical thinking skills, and leadership.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, interior design, and general home economics. Minors are also offered in each area.

Majors may earn certification to teach home economics in public and private schools; they may complete K-6 certification; and they may also complete a second major of minor in another department.

The nutrition concentration is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for the Didactic Program in Dietetics (Plan V). Graduates of this program are eligible for the ADA Accredited Dietetic Internship Programs, the ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in general home economics by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

Requirements for a Major in Child Development

The child development major focuses on the physical, social, emotional, and intellectual development of children, birth through kindergarten. It prepares students for careers in preschools, day care centers, private kindergartens, and the public schools when combined with certification requirements. Required courses are CD 234, 334, 335, 336, 436, 438; FN 227; HEC 499, 355; PSY 100, 210, 312; EDU 234; PED 200; ECO 374; SWK 405.

Requirements for a Major in Clothing and Fashion Merchandising

The clothing and fashion merchandising major prepares students for professional careers in fashion retailing, including management, buying and promotions; apparel design and production; and consumer services. Required courses are CFM 115, 213, 214, 314, 315, 411, 412, 418; HEC 355, 499; CHE 111, 141; BUS 346, 366, 467; ECO 211; six additional hours of ART and/or BUS and ECO.

Requirements for a Major in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) *Food Service Management Concentration* is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 222, 223, 224, 227, 325, 326, 327, 328, 425, 427; HEC 764, 499, 355; ECO 374; BUS 230, 346, 366, 446, 467; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The (B) *Nutrition Concentration* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 326, 327, 328, 425, 426, 427, 428, 429; HEC 764, 499; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

Requirements for a Major in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior

design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, and hotel and restaurant chains. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447, 448; CFM 418; HEC 499; ART 101, 105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211, 374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 144, 243; ART 101, 105

Sophomores: ID 244, 245, 246, 448; ART 106, 107

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and

Illustration

Seniors: ID 443, 444, 447; CFM 418; HEC 499

Requirements for a Major in Home Economics

The general home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When she combines the general home economics major requirements with those for secondary certification, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher certification should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

Curriculum

Child Development

CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh

PreSchool. Two lectures and three hours of laboratory per week.

3 hours

CD 334 INFANT AND TODDLER DEVELOPMENT AND CAREGIVING

A study of the development of children from birth to age 21/2, with emphasis on appropriate environments and practice. Two hours lecture and three hours laboratory.

3 hours

CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

CD 336 PRESCHOOL CURRICULUM

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: CD 234. Two lectures and three laboratory hours per week.

3 hours

CD 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: CD 234. Two lectures and three hours of laboratory per week.

3 hours

CD 438 PARENT EDUCATION

An overview of parent education with special emphasis on parent-child relationships, as well as problems and procedures of teachers working with children and/or families. Prerequisites: CD 234, 334, 436.

3 hours

Clothing and Fashion Merchandising

CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

CFM 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing.

Spring

3 hours

CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall

3 hours

CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring

4 hours

CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century.

Fall

3 hours

CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

Fall, alternate years

3 hours

CFM 411 FASHION ILLUSTRATION

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a variety of media to achieve appropriate effects for illustrations.

1 hour

CFM 412 FASHION DISPLAY

A study of retail fashion display with emphasis on types and applications of displays. The use of design principles in creating effective displays.

1 hour

CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115.

Fall, alternate years

3 hours

CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

3 hours

Foods and Nutrition

FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

FN 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Prerequisite: FN 124.

As needed

1 hour

FN 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions.

As needed

1 hour

FN 224 CULTURAL FOODS

A study of food and food customs of selected cultures.

As needed

1 hour

FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

3 hours

FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Prerequisite: FN 227.

Fall

3 hours

FN 326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: FN 124. Two lectures and four hours of laboratory per week.

Spring

2 hours

FN 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis,

determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

Fall

3 hours

FN 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

Fall

1 hour

FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

Spring

3 hours

FN 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

Spring

3 hours

FN 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101, 141.

Fall

3 hours

FN 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101, 102, 346; and FN 227, 325.

Fall

3 hours

FN 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

Spring

3 hours

Interior Design

ID 144 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

3 hours

ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

ID 244 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six hours per week. Also offered as ART 244.

3 hours

ID 245 HOUSING ISSUES

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; crosscultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

Fall

3 hours

ID 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

ID 247 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel). Also offered as ART 247.

1 hour

ID 343 CONSTRUCTION TECHNOLOGY

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

Spring

3 hours

ID 344 INTERIOR DESIGN III

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

ID 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisites: ID 144 and 244.

Spring

1 hour

ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

ID 444 INTERIOR DESIGN IV

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

3 hours

ID 447 CONTRACT INTERIOR DESIGN

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344. Six hours per week. Also offered as ART 447.

3 hours

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Home Economics

Mathematics and Computer Science

ID 448 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Prerequisite: ID 144. Also offered as ART 448.

Fall

3 hours

General Home Economics

HEC 355 HUMAN RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills.

3 hours

HEC 356 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment.

Fall

1 hour

HEC 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 hours

HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: FN 326 and HEC 355.

3 hours

Seminar

HEC 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in home economics. Pass-fail grading only.

Fall

1 hour

Education

HEC 764 METHODS OF TEACHING HOME ECONOMICS

A study of planning, implementing, and evaluating a home economics program. Practical experience in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required

for secondary education and food service management majors. May not be counted toward a major.

Spring

3 hours

HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer Home Economics and Occupational Home Economics). Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA and HERO), and legislation. Includes field experience. Required of secondary home economics education majors.

Fall

2 hours

HEC 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

1 to 3 hours

Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 67.

MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, *Head*; Professors Davis, Kraines, and D. Preston; Associate Professor Bouknight, *Acting Head*, 1992-93; Assistant Professors Guglielmi and Shimpi; Instructor Balla; Adjuncts Houghtaling, O'Hara, Richardson, and Stanislaw.

Goals and Objectives

The objectives of the courses and programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to gain confidence and skill in her abilities in mathematical reasoning, creative thinking, and problem solving.

Students will gain an appreciation of the wide application of mathematics in the world. They will understand and apply technology appropriately as a resource in problem solving. Because of the velocity at which change in technology is occurring, students will learn to manage change and to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching
- graduate school
- general living and a lifetime of continuing education

Objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

In addition, the major in computer and mathematical sciences gives the student facility with computer science theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in computer and mathematical sciences.

Minors in mathematics, computer systems, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the departmental office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher certification in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies. A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given to a rising senior majoring in the department.

Extracurricular activities include participation in the William Lowell Putnam Mathematical Competition and the competition in Mathematical Modeling. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. Pi Mu Epsilon is a national honor society in mathematics.

Requirements for Majors

CORE CURRICULUM

Course	Credit Hours
MAT 211 Calculus I _____ (Prerequisite: MAT 110 or placement)	4
MAT 212 Calculus II _____	3
MAT 220 Linear Algebra _____	3
MAT 250 Mathematical Reasoning _____	2
MAT 313 Calculus III _____	3
Total hours required _____	15

BACHELOR OF ARTS— Mathematics

1. Core Curriculum _____	15
2. At least one course chosen from _____ MAT 321 Modern Abstract Algebra MAT 410 Advanced Calculus MAT 415 Topics in Analysis MAT 425 Topics in Algebra MAT 434 Topics in Geometry and Topology	3
3. Mathematics courses numbered 200 or above _____ (This includes courses from 1 and 2 above.)	27
Total hours required: _____	27
Prerequisite hours: 3	

BACHELOR OF SCIENCE— Mathematics

1. Core curriculum _____	15
2. MAT 410 Advanced Calculus _____	3
3. At least two courses chosen from _____ MAT 321 Modern Abstract Algebra MAT 415 Topics in Analysis MAT 425 Topics in Algebra MAT 434 Topics in Geometry and Topology	6
4. Mathematics courses numbered 200 or above _____ (This includes courses from 1-3 above.)	33
5. CSC 201 Computer Science I with Pascal _____	3
6. One of the following sequences: _____ CHE 111-112 General Chemistry I and II or PHY 211-212 General Physics I and II	8
7. At least 12 semester hours in <i>one</i> of the following related areas: _____ biology, business and economics, chemistry and physics (this includes courses from 6 above), or computer science (this includes courses from 5 above).	12
Total hours required: _____	48-56
Prerequisite hours: 3	

**BACHELOR OF SCIENCE —
Computer and Mathematical Sciences**

	Credit Hours
1. Core Curriculum _____	15
2. MAT 245 Statistics _____	3
MAT 360 Numerical Analysis _____	3
	6
3. At least one course chosen from	
MAT 321 Modern Abstract Algebra	
MAT 410 Advanced Calculus	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry	
and Topology _____	3
4. Computer science courses	
CSC 201 Computer Science I with	
Pascal _____	3
CSC 203 Foundations of Computer	
Science _____	3
CSC 212 Computer Science II:	
Advanced Programming in Pascal —	3
CSC 301 Data Structures	
and Algorithms _____	3
CSC 311 Computer Organization _____	3
CSC 330 Operating Systems _____	3
CSC 321 Topics in Computer Science —	3
CSC 420 Computer Seminar _____	1
	22
5. At least 3 elective hours in Mathematics or	
Computer Science numbered 200 or above	
Hours in the department _____	49
6. Science Requirements	
PHY 211 General Physics I and lab —	4
PHY 212 General Physics II and lab —	4
	8
Total hours required _____	57
Prerequisite hours: (MAT 110)	

Certification Requirements

- Elementary (K-6) certification: MAT 150 and either MAT 110, MAT 120, or a calculus course. Credit for MAT 150 can be obtained by an exam if the student has either credit for MAT 211 or has obtained permission of the department head.
- Middle Grades (6-9) certification in an area other than mathematics: MAT 110, MAT 120, or any calculus course.
- Secondary certification in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science are required.

Certification endorsements are available in Mathematics and Computer Science.

Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student enrolled in calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon completion of MAT 212, with a grade of C or higher.

Curriculum**MAT 110 ELEMENTARY FUNCTIONS**

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and some functions of two variables. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 hours

MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programming; with applications of these topics in a variety of disciplines.

3 hours

**MAT 150 FUNDAMENTAL CONCEPTS OF
MATHEMATICS**

Topics covered include set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system.

3 hours

MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, related rates, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use a computer package. Prerequisite: MAT 110 or placement.

4 hours

MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use a computer package. Prerequisite: MAT 211 or placement.

3 hours

MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use a computer package. Prerequisite: MAT 211.

Fall 3 hours

MAT 245 STATISTICS

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical packages on the college's computers. Credit is allowed for both MAT 245 and PSY 200. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

3 hours

MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

MAT 313 CALCULUS III

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212.

3 hours

MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory will be emphasized. Prerequisite: MAT 250.

Fall 3 hours

MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite:

Four courses in MAT, 200 level or above, including MAT 250.

Fall, even-numbered years 3 hours

MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS

A continuation of MAT 245, the study of probability and statistical inference. Greater emphasis is placed on the theoretical development of probability distributions and the sampling distributions used in statistical inference. The techniques of estimation, hypothesis testing, and regression are extended to additional population parameters. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years 3 hours

MAT 345 APPLIED STATISTICAL MODELS

A continuation of MAT 245 which includes analysis of variance, multiple linear regression, and time series. Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use a variety of computer packages, including MINITAB and SAS. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years 3 hours

MAT 354 DIFFERENTIAL EQUATIONS

A study of first order differential equations, linear equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

Spring, odd-numbered years 3 hours

MAT 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Students will use a variety of computer packages. Prerequisite: MAT 212.

Fall, even-numbered years 3 hours

MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

Spring, even-numbered years 3 hours

MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration; series of func-

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Mathematics and Computer Science

tions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

Spring 3 hours

MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

Fall 3 hours

MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. (It is recommended that students take MAT 250 before taking this course.) Prerequisite: varies with the topic studied.

Spring, odd-numbered years 3 hours

**MAT 434 TOPICS IN GEOMETRY
AND TOPOLOGY**

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

Spring, even-numbered years 3 hours

**MAT 764 METHODS OF TEACHING MIDDLE
GRADES/SECONDARY MATHEMATICS**

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major.

Fall, odd-numbered years 3 hours

**MAT 910 TOPICS IN MATHEMATICS FOR
MIDDLE GRADES CERTIFICATION**

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades certification with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. Contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

Computer Science

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

C SC 111 COMPUTERS AND THEIR USES

An introduction to computers, including their components, operation, and control. Among topics to be surveyed are computers and society; input/output and mass storage devices; processors and memories; and hardware, software, and systems development. This course provides experience in learning and using specific software packages for word processing, spreadsheets, and databases. An introduction to programming using BASIC is included. Students will have hands-on use of the College's microcomputers.

3 hours

CSC 201 COMPUTER SCIENCE I WITH PASCAL

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document Pascal programs using techniques of good programming style. Prerequisite: MAT 110 or MAT 120.

Fall 3 hours

CSC 203 FOUNDATIONS OF COMPUTER SCIENCE

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation).

Fall 3 hours

CSC 211 COBOL PROGRAMMING

An introduction to the business-oriented programming language COBOL. Students will design structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science.

Spring, even-numbered years 3 hours

**CSC 212 COMPUTER SCIENCE II:
ADVANCED PROGRAMMING IN PASCAL**

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

Spring 3 hours

CSC 215 DATABASE THEORY AND DESIGN

The course covers the fundamentals of the area of database management. Topics include data models, query languages, database design, concurrency, and locking. A commercial database program will be used. Emphasis on

design and implementation. Prerequisite: CSC 201 or CSE 211.

Spring, even-numbered years 3 hours

CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212.

Fall 3 hours

CSC 307 SOFTWARE DEVELOPMENT WITH C

The course will introduce the principles of design, coding, and testing of software projects. The C programming language will be taught and used to implement advanced programming techniques. In addition, students will be taught the software development life cycle and how to manage the implementation of large computer projects. Prerequisite: CSC 301.

Spring, odd-numbered years 3 hours

CSC 311 COMPUTER ORGANIZATION

A course which provides the fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to assembly language programming. Prerequisite: CSC 201.

Spring, odd-numbered years 3 hours

CSC 312 MANAGEMENT INFORMATION SYSTEMS

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Prerequisite: Any CSC course.

Spring, odd-numbered years 3 hours

CSC 321 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

Fall 3 hours

CSC 330 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, including UNIX and UNIX-like systems will be studied with hands-on assignments on the College's computer systems. Prerequisite: CSC 212.

Spring, even-numbered years 3 hours

CSC 420 COMPUTER SCIENCE SEMINAR

This course will expose majors to the breadth of current developments and themes in computer science. Students will be introduced to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Field trips, speakers, and discussions of selected topics. Prerequisite: junior or senior standing.

Fall 1 hour

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics should consult with the department head and arrange for it through the special studies options listed on page 67.

MUSIC, SPEECH, AND THEATRE

Professor D. Lynch, *Head*; Professors Clyburn, Fogle, and Vaglio; Associate Professors Creagh, Page, and Williams; Assistant Professors P. Garriss and N. Stephenson; Adjuncts Allred, Atchley, Blackledge, Brockwell, Brown, Charlton, Daugherty, Deane, Dopler, Downward, Dunson, Dyke, Eagle, Farrington, M. Garriss, E. Gettes, G. Gettes, Goode, Grant, Hopkins, Hudson, Jolly, Kauffman, Kissinger, Lohr, Long, M. Lynch, McKee, Partridge, Riva-Palacio, Robinson, Rodgers, E. Stephenson, Thomas, and Whitlow; Technical Director Landry; Scenic and Costume Designer B. Murray.

Purpose

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister—all directly related to the performing arts; or she may choose

a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Speech, and Theatre are to encourage the student to

- develop critical thinking skills
- reinforce certain other essential facets of general education—such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body
- pursue careers in the performing arts, arts education, business and professional settings, churches
- develop aesthetic understanding through
 - evaluation of important works of art related to music, speech, and theatre
 - knowledge of basic artistic and philosophical movements in history
 - knowledge and skills necessary to understand contributions of diverse cultures to music, speech, and theatre
 - understanding the theoretical base applicable to each discipline
- promote involvement in the artistic life of the community
- understand and apply technology related to specific areas of music, speech, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public

Areas of Concentration

The department offers the following programs:

- the Bachelor of Arts with majors in music, speech, or theatre
- the Bachelor of Music with majors in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* is also offered. Master of music students may choose either performance and pedagogy

or music education. Information is available in the music department or in the graduate office.

Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or videotape may be sent in lieu of a personal audition.

Requirements for a Major

BACHELOR OF ARTS

1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the elementary or middle grades teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music	8
Graduation Recital 490	1
Electives in Music	7

2. Major in Speech

The Bachelor of Arts with a major in speech prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses	23
Speech 150 (Voice and Articulation)	3
Speech 225 (Fundamentals of Speech)	3
Speech 326 (Oral Interpretation of Literature)	3
Speech 350 (Oral Communications for Business and the Professions)	3
Psychology 410 (Social Psychology)*	3
Advanced Rhetoric (English 358, or approved equivalent) *	3
Speech 494 (Seminar: Communication Theory)	3
Theatre 240 (Practicum: Publicity/ House Management)	1
Speech 410 (Senior Practicum)	1

Related Studies 12

Twelve hours are required in no more than two subject fields to be approved by the major department. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Approved electives include BUS 346, BUS 366, BUS 446, BUS 448, ENG 245, ENG 475, HEC 335, POL 301, POL 303, PSY 212, PSY 332, PSY 530, SOC 335, SPE 920.

3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser—toward a greater overview or toward a focus on performance or production.

Core	24
Theatre 114 (Introduction to Theatre)	3
Theatre 224 (Basic Acting)	3
Theatre 230-242 (Practica— at least three different areas)	3
Theatre 245 (Stagecraft)	3
Theatre 316, 317 (History)	6
English 350 (Topics in Drama) (must be approved by adviser) or	
English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

Additional Courses 12

The student must select at least 12 credit hours from the following list of courses:	
Speech 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser)	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 424 (Advanced Acting)	3
Theatre 425 (Directing)	3
Theatre 495 (Seminar in Musical Theatre)	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

4. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, *Meredith Performs* offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

- She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).
- She may major in theatre and minor in music (Bachelor of Arts).

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, and other professions not directly related to music.

Major in Applied Music

LIBERAL ARTS AND SCIENCES _____ 42

English composition _____ 3

Major British Writers _____ 3

Foreign language _____ 6

(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)

Religion _____ 6

(A six-hour introduction to the Old and New Testaments or a three-hour introduction to Biblical literature and one advanced three-hour course)

Social and Behavioral Sciences _____ 6

A. History of Western Civilization _____ 3

B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology _____ 3

Mathematics and natural sciences _____ 6-7

A. Mathematics _____ 3

B. Natural Science _____ 3-4

Select one course from the following categories: biology, chemistry, physical geography, physics

Health and physical education _____ 4

(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)

Electives in liberal arts and sciences _____ 1-8

MUSIC COURSES _____ 82

1. Concentration in Keyboard or Instrument

Theory 100, 101, 202, 203 _____ 12

Ear-Training 150, 151, 252, 253 _____ 4

Keyboard 140, 141, 242, 243 _____ 4

Music Literature 215 _____ 2

Music History 310, 311, 312, 313 _____ 8

Pedagogy 220, 322 _____ 4

Conducting 300, 301 _____ 4

Seminar in Music Literature 494 _____ 2

Seminar in Theory 495 _____ 2

Literature of Applied Music 314 _____ 2

Principal applied study _____ 24

Secondary applied study(ies) _____ 4

Junior Recital 390 _____ 1

Graduation Recital 490 _____ 1

Keyboard proficiency

Music electives _____ 8

Organ majors must take Advanced

Keyboard 340

2. Concentration in Voice

Theory 100, 101, 202, 203 _____ 12

Ear-Training 150, 151, 252, 253 _____ 4

Keyboard 140, 141, 242, 243 _____ 4

Music Literature 215 _____ 2

Music History 310, 311, 312, 313 _____ 8

Pedagogy 220 _____ 2

Phonetics 256, 257 _____ 2

Conducting 300, 301 _____ 4

Seminar in Music Literature 494 _____ 2

Seminar in Theory 495 _____ 2

Literature of Applied Music 314 _____ 2

Voice _____ 24

Secondary applied study(ies) _____ 4

Junior Recital 390 _____ 1

Graduation Recital 490 _____ 1

Keyboard proficiency

Music electives _____ 8

3. Concentration in Piano Pedagogy

Theory 100, 101, 202, 203 _____ 12

Keyboard 140, 141, 242, 243 _____ 4

Ear-Training 150, 151, 252, 253 _____ 4

Music Literature 215 _____ 2

Conducting 300, 301 _____ 4

Music History 310, 311, 312, 313 _____ 8

Literature of Applied Music 314 _____ 2

Principal applied study (piano) _____ 22

Secondary applied study(ies) _____ 4

Pedagogy 220, 321, 322, 423, 424, 425 _____ 11

Lecture-recital or workshop 391 _____ 1

Graduation Recital 490 _____ 1

Electives in music _____ 7

Major in Music Education

LIBERAL ARTS AND SCIENCES _____ 42

English Composition _____ 3

Major British Writers _____ 3

Foreign Language _____ 6

(Students will be placed at the appropriate level by the Department of Foreign Languages.)

Religion _____ 6

(A six-hour introduction to the Old and New Testaments or a three-hour introduction to Biblical literature and one advanced three-hour course)

Social and Behavioral Sciences	9
A. History of Western Civilization (3)	
B. American Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories: biology, chemistry, physics)	
Health and Physical Education	4
(Choose four activities courses or a two-hour course in health or first aid)	
Electives in liberal arts and sciences	4

MUSIC AND PROFESSIONAL EDUCATION	82
Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Winds and Percussions 070	4
String Instruments 060	2
Guitar Lab 068	1
Instrumentation 304	1
Choral Arranging 308	2
Conducting 300, 301	4
Principal applied study	14
Secondary applied study(ies)	3
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Graduation Recital 491	1
Keyboard proficiency	

EDUCATION, METHODS, AND ELECTIVE COURSES	
Materials and Methods Elementary 720	2
Materials and Methods Middle 721	2
Materials and Methods Secondary 722	2
Educational Psychology 234	3
Foundations of American Education 232	3
Student Teaching 439 (Block)	1
Introduction to Audio/Visual Materials (EDU 441)	1

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301	4
Church Music 395, 396, 397	6
Internship 934	4
Religion	12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music	18-28
Principal applied (14-24)	
(Organ, voice, or piano)	
Complete 300 level	
Secondary applied	4
At least two semesters at 100 level in two of the following (other than principal ap- plied): organ, piano, voice	
Graduation Recital 490	1
Ensembles must include the following experiences:	
Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (2 semesters)	
(Students whose principal applied is organ or piano)	

MASTER OF MUSIC

Meredith offers two graduate majors in music. The *Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The *Master of Music in Music Education* emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 4,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The Fletcher School of Performing Arts at Meredith College brings internationally distinguished artists to the campus for residencies, which include performances and master classes offered to students and community professionals. During 1991-1992, the Fletcher School brought tenor Nico Castel, opera director Carol Castel, voice coach Chloe Owens, pianist Paul Schenly, violinist Nicholas Kitchen, and the English Shakespeare Company for residencies of several days each.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

***Specific Requirements
for Music Majors*****Performance Requirements**

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Curriculum

Courses in music may fulfill humanities/fine arts general education requirements.

Theory

MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly.

3 hours each semester

MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.

1 hour each semester

MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic

conducting patterns must be mastered in conjunction with sight-singing. Use of TAPMASTER and PITCHMASTER systems in a lab setting to drill these skills.

1 hour each semester

MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

3 hours each semester

MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

1 hour each semester

MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

1 hour each semester

MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

Spring

1 hour

MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

Fall

2 hours

MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts,

anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.

1 hour

MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

Spring 2 hours

MUS 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

2 hours

MUS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

1 to 4 hours each semester

History and Literature

MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

Fall and Spring 3 hours

MUS 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors.

Spring 2 hours

MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall 2 hours

MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall 2 hours

MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

Fall 2 hours

Music Education, Pedagogy, Phonetics

MUS 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring 1 to 3 hours each semester

MUS 070 BRASS AND WIND INSTRUMENTS

Required of all music education majors, this course emphasizes mastery of technical aspects of instrumental playing needed to teach the C flute, B-flat clarinet, tenor trombone, one brass valve instrument, and basic snare drum rudiments. May be repeated for credit.

Fall and Spring 1 to 3 hours each semester

MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. Prerequisite: MUS 101, MUS 215.
Spring 2 hours

MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.
Fall 2 hours

MUS 322 PRACTICUM

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters.
Fall and spring 1 hour each semester

MUS 423 PEDAGOGY III

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.
Spring 2 hours

MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.
Fall and spring 1 hour each semester

MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.
2 hours

MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.
Fall/Spring, alternate years 1 hour each semester

MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal

and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.
Fall/Spring 2 hours each semester

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.
2 hours

MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.
Fall 2 hours

MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.
Fall 2 hours

MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.
Spring 2 hours

MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and

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Music, Speech, and Theatre

Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100.

Fall and Spring

2 hours

Church Music

MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

2 hours

MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.

2 hours

MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

2 hours

MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

1 to 2 hours per semester

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 62.)

MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

1 hour each semester

MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, the following is expected for one hour of credit:

- Prepare to accompany a recital for one major;
- Accompany lessons, jury examinations, and student recital appearances for one major;
- Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or
- Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

1 hour each semester

MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty.

1 hour each semester

MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

MUS 239 HANDBELL CHOIR

Students interested in playing handbells must be able to read music.

1 hour each semester

MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only.

1 hour each semester

MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.
1 hour each semester

MUS 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only.
1 hour each semester

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Applied music fees are assessed for all applied music courses.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged. Pass-fail grading.
1 hour each semester

MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

MUA 490 GRADUATION RECITAL (APPLIED)

A 50- 60-minute recital, including music at senior (400) level, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in applied music.

Piano

Professor Clyburn, *Coordinator*; Professor Fogle; Adjuncts Allred, Blackledge, Brown, Daugherty, Jolly, Lohr, and McKee.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters MUA 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading only.
1 hour

MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading only. May be repeated for credit.
1 hour

MUA 044 PREPARATORY PIANO

Study of repertoire less difficult than that listed under MUA 144.

MUA 144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

MUA 244 PIANO II

Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

MUA 344 PIANO III

Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

MUA 444 PIANO IV

Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

Organ

Professor D. Lynch, *Coordinator*; Adjuncts Dopier, Downward, and M. Lynch.

MUA 145 ORGAN I

Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*; Dupre *Seventy-Nine Chorales*; works of comparable difficulty from all periods; hymn playing.

MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

MUA 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

MUA 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Harpsichord

MUA HARPSICHORD 146, 246, 346, 446

Adjunct Downward

Violin

Assistant Professor Garriss, *Coordinator of Instrumen-*

tal Music; Adjuncts Atchley, Gettes, Huang-Elias, and Partridge.

MUA 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

MUA 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavines; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

MUA CELLO 166, 266, 366, 466

Adjunct Hudson

MUA DOUBLE BASS 167, 267, 367, 467

Adjunct Dyke

MUA FLUTE 174, 274, 374, 474

Adjunct Whitlow

MUA CLARINET 175, 275, 375, 475

Adjunct Kissinger

MUA PERCUSSIONS 189, 289, 389, 489

Adjunct Deane

Guitar

Adjuncts E. Stephenson and Dunson

MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 hour each semester

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

Voice

Associate Professor Williams, *Coordinator*, Adjuncts Charlton, Farrington, Goode, Hopkins, and Thomas.

MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA 454 VOICE IV

Technical work continued, stressing flexibility. Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech and Theatre

Associate Professor Creagh, *Coordinator*; Assistant Professor N. Stephenson; Adjuncts Grant, Kauffman, Long, and Rodgers; Designer/Technicians Landry and B. Murray.

Please refer to pages 128-129 regarding the majors in speech and in theatre as well as the concentration in musical theatre. Minors are also available in speech, theatre, and musical theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech and Theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

Speech

The courses in speech are designed to develop skills in public and interpersonal communication, critical thinking, and the clear, logical, and creative expression of ideas. They also provide an understanding of the way communication functions in society, culture, business, and the arts.

SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

Spring

3 hours

SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to public and interpersonal communication that stresses organization and delivery of spoken messages. Units include informative speaking, group discussion and problem-solving, use of language in 'oral style,' and the use of logic and critical thinking in persuasive communication.

Spring and fall

3 hours

SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audi-

ence. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

Spring and Fall 3 hours

SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

Spring 3 hours

SPE 410 SENIOR PRACTICUM

A project combining research in an approved area of communication studies with significant practical application (such as a major public address, performance, or internship).

1 hour

SPE 494 SEMINAR IN COMMUNICATIONS THEORY

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall 3 hours

SPE 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

1 to 3 hours

Theatre

THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall and Spring 3 hours

THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

Fall 3 hours

THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

Fall and Spring 3 hours each semester

THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Fall and Spring 1 hour each section

230 Performance (acting)

231 Performance (dance)

232 Performance (music)

233 Lighting

234 Sound

235 Costuming

236 Makeup

237 Stage Management

238 Scenic Construction

239 Scenic Design

240 House Management

241 Publicity and Box Office

242 Directing

THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic

construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

Spring, even-numbered years 3 hours

THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

Spring 3 hours

THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

Spring 3 hours

THE 316 HISTORY OF THEATRE— CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

Fall, even-numbered years 3 hours

THE 317 HISTORY OF THEATRE— MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

Spring, odd-numbered years 3 hours

THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission of the instructor.

Spring, odd-numbered years 3 hours

THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall and Spring 1 to 3 hours

THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

Fall, odd-numbered years 3 hours

THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

Fall, Spring, or Summer 1-3 hours

Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 67. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, *Head*; Professors Aubrecht and Hornak; Associate Professor Heining-Boynton; Assistant Professor Edwards.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)

Clinical (PSY 120, 320, 322, 324, 420, 422)

Experimental (PSY 230, 330, 332, 430, 530)

Curriculum

PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experimentally, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245.

3 hours

PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

3 hours

PSY 230 ANIMAL BEHAVIOR

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will be introduced to paleoanthropology, primate behavior, behavior genetics, and applied veterinary management. Typical research methods will also be discussed.

3 hours

PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Suggested prerequisite: PSY 200.

4 hours

PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Classroom observations required.

3 hours

PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities.

3 hours

PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, character disorders, affective

disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

PSY 322 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories.

Spring

3 hours

PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

Fall

3 hours

PSY 330 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall

3 hours

PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Spring

3 hours

PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, self-consistency, person perception, aggression, and altruism.

Spring

3 hours

PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings.

Fall

3 hours

PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

Fall

3 hours

PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers.

Spring

3 hours

PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving.

Fall

3 hours

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g., advanced courses, research projects, internship experiences) may do so through the special studies options listed on page 67. Special studies have included courses in animal behavior, computer analysis of data, industrial psychology and stress management; research projects in personality, developmental psychology, and social psychology, and internship experiences in clinical psychology, applied behavior therapy, business, personnel, education, and many other areas.

Students may elect courses through the Cooperating Raleigh Colleges.

RELIGION AND PHILOSOPHY

Professor Cochran, *Head*, Professor Page; Associate Professor Vance; Assistant Professors O'Brien and Saunders; Adjuncts R. Smith, Ellis, and Brogan.

The department offers a major in religion and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

General Education Requirements in Religion

There are two ways to meet the general education requirement in religion (see page 50). A student may take either

1. REL 101 and 102, or
2. REL 100 and an advanced three-hour course in religion.

Students who take REL 101 or REL 102 may not take REL 100. Students who take REL 100 may not take REL 101 or 102. Students normally will take REL 101 prior to REL 102.

Requirements for a Major in Religion

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- religion and society (REL 244, 248, 341, 342, 343)
- biblical studies (REL 262, 265, 266, 268)
- religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

Curriculum

Religion

Prerequisite to all other courses in religion: REL 100 or REL 101 and 102.

REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/ or 102.

3 hours

REL 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100.

6 hours

REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

3 hours

REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

3 hours

REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 hours

**REL 265 THE PROPHETIC ELEMENT
IN THE BIBLICAL TRADITION**

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

REL 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul.

3 hours

REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 hours

**REL 283 WOMEN IN THE CHRISTIAN
TRADITION**

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 hours

**REL 285 THEOLOGY AND CONTEMPORARY
LITERATURE**

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike.

3 hours

REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

3 hours

**REL 289 INTRODUCTION TO CHRISTIAN
THEOLOGY**

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

3 hours

REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

1 hour

REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 hours

REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

3 hours

REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

REL 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership.

3 hours

REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

146 / COURSES OF STUDY

Religion and Philosophy Sociology and Social Work

REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined.

3 hours

REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

Philosophy

PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 hours

PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the

existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 67.

Students may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Professor Sumner, *Head*; Professors Judkins and Zingraff, *Director of Program in Sociology*; Associate Professor Bishop; Adjuncts Dawes and Daniels.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction. A certificate program in criminal justice studies is also offered in cooperation with the Department of History and Politics.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230 or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major in Sociology

A minimum of 27 hours in sociology is required, 15 of which are specified: SOC 230, 374, 375, 489, and 496. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours)

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403 (37 semester hours)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional social work practice.

Admission: Students who declare the major in social work must be formally admitted to the social work program before completing 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

Curriculum

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research.

3 hours

SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

3 hours

SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures.

3 hours

SOC 335 AMERICAN ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

3 hours

SOC 336 CRIMINOLOGY

The law, the offenders, and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses, and vice are covered, along with corporate, governmental, and organized crime. Changing patterns in the incidence of crime are considered.

Alternate years

3 hours

SOC 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Alternate years

3 hours

SOC 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems.

3 hours

SOC 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined, along with various approaches to urban social planning and policy.

Alternate years

3 hours

SOC 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

Alternate years

3 hours

SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341.

3 hours

SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and the requirements for effective communication and application of research. Also offered as POL 374.

Fall 3 hours

**SOC 375 SOCIAL RESEARCH METHODS
AND STATISTICS**

Techniques of data collection, evaluation research, statistical calculations (including descriptive and inferential statistics, as well as several measures of correlation) and computerized data analysis are presented and practiced. Guidance in reviewing and writing research reports is provided. Also offered as POL 375.

Spring 3 hours

**SOC 376 OPPRESSED GROUPS
AND SOCIAL JUSTICE**

This course introduces students to the dynamics and consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention may be given to those oppressed by race, ethnicity, culture, class, gender, sexual orientation, religion, and/or disablement. The second half of the course will look at strategies for social justice with regard to oppressed groups through movements for social change.

Spring 3 hours

SOC 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment.

Alternate years 3 hours

SOC 489 SOCIAL THEORY

A survey of the history of social thought, with particular emphasis on contemporary developments.

3 hours

**SOC 496 SEMINAR IN SOCIOLOGICAL
ANALYSIS**

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provides a thorough experience in sociological inquiry, culminating in a major project for presentation

to seminar members and invited guests. Prerequisites: SOC 374 and SOC 375.

Spring and Fall

3 hours

Social Work

**SWK 241 INTRODUCTION TO SOCIAL WORK
AND SOCIAL WELFARE**

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services, as well the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.

Fall and Spring

3 hours

SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite: POL 100.

Spring

3 hours

**SWK 304 GENERALIST PRACTICE
WITH INDIVIDUALS**

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals. The development of professional communication skills is also emphasized. Prerequisite or corequisite: SWK 308.

Fall and Spring

3 hours

**SWK 305 GENERALIST PRACTICE
WITH FAMILIES AND GROUPS**

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out skills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. Prerequisite or corequisite: SWK 304, 307.

Spring

3 hours

**SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK
PRACTICE: COMMUNITY, CULTURAL,
AND ORGANIZATIONAL ISSUES**

Use of the systems framework for selecting and using knowledge relevant for social work practice. Emphasis on

understanding the influence of organizations, communities, families, and groups on human behavior. Prerequisite: SOC 230.

Fall 3 hours

SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: LIFE CYCLE ISSUES

The social systems framework provides a structure within which life span development from conception to death is examined. Relationships among biological, social, psychological, and cultural systems are considered as they influence life span development. Also examines individual interaction with families, groups, organizations, and communities. Prerequisites: PSY 100, BIO 101.

Spring 3 hours

SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced, and students practice application of evaluative research principles and statistics with appropriate computer software.

Fall 3 hours

SWK 310 EVALUATION OF SOCIAL WORK PRACTICE

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisite: SWK 309.

Fall and Spring 1 hour

SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS, COMMUNITIES, AND SOCIAL POLICY

The generalist model of social work practice is implemented in the context of organizations and society. The course uses videotape equipment to enhance the development of professional communication skills. Prerequisite: SWK 304.

Fall 3 hours

SWK 402-1 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisites: SWK 304, SWK 305; prerequisite or corequisite: SWK 401. Pass-fail grading only. Fee: \$50.

Fall and Spring 10 hours

SWK 402-2 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. Prerequisites: SWK 304, 305; prerequisite or corequisite: SWK 401, Fee: \$180.

Fall and Spring 10 hours

SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrated seminar, which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. Corequisite: SWK 402. Pass-fail grading only.

Fall and Spring 2 hours

SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long-term care of the aged.

SWK 405-1 CHILD WELFARE

A study of children in contemporary society, with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's needs, children in poverty, and children in single-parent families.

Fall and Spring 3 hours

SWK 405-2 SCHOOL SOCIAL WORK

A review of social work roles in public schools, with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.

3 hours

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for the special studies options listed on page 67.

Students may elect courses through the Cooperating Raleigh Colleges.



College Directory

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Vice President for Program
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Cambridge, MD
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Raleigh
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JEANNE OLIVE, 1948
Ellerbe
MARY JON GERALD ROACH, 1956
Wendell
CAROL ANDREWS SOUTHERLAND, 1965
Kinston
MAXINE BISSETTE WARREN, 1949
Spring Hope
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Louisburg

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Raleigh



FACULTY — 1991-92

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

ALAN I. AMMANN, D.B.A., (1990)

Associate Professor of Business

B.S., M.B.A., D.B.A., Mississippi State University.

LYN G. AUBRECHT, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

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B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

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Instructor of Computer Science

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B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

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A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

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Librarian

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

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Mathematics

A.B., Geneva College; M.S., Oklahoma State University.

LOU ROSSER, A.M. (1991)

English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

HENRY M. STEELE, Ph.D. (1991)

Business

B.S., A.M., University of Missouri; Ph.D., Indiana University.

EDWARD STEPHENSON, B.Mus. (1987)

Music

Mus.B., North Carolina School of the Arts.

FRANK B. STEVENSON, M.I.M. (1991)

Business

B.A., University of Florida; M.I.M., American Graduate School of International Management.

SALLY ZEIGLER THOMAS, Mus. M. (1983)

Music

Mus. B., Meredith College; Mus. M., Ohio State University.

CONNIE WAGONER, M.A.T. (1990)

Physical Education

B.S., East Carolina University; M.A.T., University of North Carolina at Chapel Hill.

ROBERT B. WARREN, Ph.D. (1991)

Computer Science

B.A., M.A., Ph.D., Duke University.

PAMELA L. WHITLOW, Mus. B. (1977)

Music

Mus. B., Southern Illinois University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)

Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

HAZEL BAITY, A.B. in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

JANET WRIGHT (Spring 1992)

Physical Education

JOE BAKER, A.B. (1966)

Vice President for Administrative Affairs

A.B., Mississippi College.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

Technical Services Librarian

A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

LOIS FRAZIER, Ed.D. (1954)

Wainwright Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

SUZANNE FREUND, Ph.D. (1947)

Associate Professor of Foreign Languages

Ph.D., University of Heidelberg.

KAY ANN FRIEDRICH, M.P.H. (1967)

Instructor of Home Economics

B.S., Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

ELLEN M. IRONSIDE, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)

Instructor of English

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)
College Editor and Director of Publications
 A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)
Professor of English
 A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

EVELYN SIMMONS, M.S. (1962)
Associate Professor of Economics
 B.S., Georgia State College for Women; M.S., University of Tennessee.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
 A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)
Assistant Professor of Mathematics
 B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)
Professor of Sociology
 A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
 A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)
Adjunct Instructor of Music
 A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)
Faculty Secretary
 A.B., Meredith College.

ADMINISTRATION

The date in parentheses indicates the year in which the administrator joined the Meredith organization.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967)
Executive Assistant to the President

JOE R. BAKER, A.B. (1966)
Assistant to the President

SHARON H. WOODLIEF, A.B. (1972)
Administrative Secretary

MARTHA C. HARRELL (1979)
Administrative Secretary

Administrative Affairs

Office of the Vice President for Administrative Affairs

LaROSE F. SPOONER, Ed.D. (1967)
Vice President

Publications

CAROLYN C. ROBINSON, A.B. (1958)
College Editor and Director

CAROLYN J. HILL, A.B., (1987)
Publications Specialist

SUZANNE BRITT, A.M. (1987)
Writer
Associate Editor, Meredith Magazine

Public Relations

JEANNIE S. MORELOCK, A.B. (1988)
Director
Coordinator, Publications and Public Relations

JOANNE COTA (1987)
Secretary

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

MARGARET BALLARD (1988),
Secretary to the Faculty

LINDA BATDORFF
Secretary to the Faculty

ADRIENNE DYSON (1990)
Secretary to the Faculty

DOTTY LOU GANDY (1979)
Secretary to the Faculty

CLETA JOHNSON (1988)
Secretary to the Faculty

MELANIE LOWE (1988)
Secretary to the Faculty

NELL MegLAUGHLIN (1985)
Secretary to the Faculty

NANCY S. MOORE (1985)

Secretary to the Faculty

ALYCE PARKER-TOWNSEND (1986)

Secretary to the Faculty

REGINA ROWLAND (1988)

Secretary to the Faculty

LORI WOODRUFF

Secretary to the Faculty

Office of the Registrar

ALLEN F. PAGE, Ph.D. (1973)

Dean of Undergraduate Instruction and Registrar

SUE TODD, A.B. (1968)

Assistant Registrar

SALLY CAMPBELL (1989)

Records Secretary

REBECCA COBLE (1989)

Records Secretary

MICHELLE FISH (1990)

Records Secretary

MARJORIE NEWLIN (1989)

Records Secretary

Library

JANET L. FREEMAN, M.L.S. (1984)

College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

JOHN W. KINCHELOE III, M.A. (1985)

Media Specialist

JUDITH L. SCHUSTER, M.S.L.S. (1980)

Assistant Reference Librarian

DIANA McCLUNG (1987)

Circulation Supervisor

CYNTHIA L. BOWLING, B.F.A. (1990)

Cable Administrator

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Technical Services

ALICE McNEIL (1976)

Library Assistant, Technical Services

GERALDINE SARGENT (1978)

Secretary

MARGARET SEXTON (1975)

Library Assistant, Technical Services

FRANCES HANNAH LEE (1977)

Library Assistant, Technical Services

CAROL SMITH, M.M. (1981)

Library Assistant, Music Library

C. RICHARD McBANE, JR. (1986)

Library Assistant, Media Services

CHRISTIE LEE (1990)

Library Assistant, Circulation

DONNA GARNER (1990)

Library Assistant, Technical Services

Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)

Dean of Continuing Education

ANNE C. DAHLE, M.Ed. (1972)

*Director, Re-Entry Program
and Assistant to the Dean*

E. PAGE POTTER, J.D. (1987)

Director, Legal Assistants Program

PENELOPE W. AUGUSTINE, M.Ed. (1988)

Director, Enrichment Program

SANDRA C. CLOSE, A.B. (1987)

Assistant Director, Re-Entry Program

SHARON L. GALECKI, A.A.S. (1990)

Continuing Education Secretary

GRACE BROCK (1987)

Continuing Education Assistant

Graduate Studies

MARY S. JOHNSON, Ed.D. (1980)

Dean of the John E. Weems Graduate School

CARROL B. SNODGRASS (1987)

Administrative Assistant

Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)

Coordinator

International Studies

BETTY WEBB, Ph.D. (1974)

Coordinator

Academic Computing

RUTH ANN BALLA, M.S. (1987)

Director

LORI WOODRUFF (1990)

Secretary

Student Development**Office of the Vice President
for Student Development**

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

MARY ANN BEAM, A.A. (1988)
Administrative Secretary

DIANA KUTZMAN (1990)
Office Assistant

Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
Dean

JANICE McCLENDON, A.B. (1983)
Director of Housing

BECKY BRADSHAW, A.B. (1988)
Residence Director

PAULA DANIELS, A.B. (1990)
Residence Director

PATRICIA GREICO (1990)
Residence Director

LIBBY MULLINNIX, M.Div. (1987)
Residence Director

MARGE STEVENS (1986)
Residence Director

ELIZABETH WEBER (1987)
Residence Director

ANNIE RUTH TEW, A.A. (1988)
Office Assistant

Admissions

SUE E. KEARNEY, A.M. (1966)
Director

SALLY L. DAVIS, A.B. (1986)
Associate Director

J. ELIZABETH FLYE, A.B. (1990)
Assistant Director

GRETCHEN M. SOLOMON, A.B. (1991)
Assistant Director

ANNA MELINDA HENDERSON, A.B. (1991)
Admissions Counselor

VANESSA GOODMAN, A.B. (1989)
Minority Recruitment Assistant

MARIBETH C. CULLOM, A.B. (1989)
Records Manager

PAMELA A. BENCKE, A.A. (1989)
Secretary to the Director

ELIZABETH McNALLY (1991)
Processing Assistant

GLENDA J. HOFFMAN (1986)
Admissions Secretary

N. PHYLLIS RUDD, M.R.E. (1988)
Admissions Secretary

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

GAY ELLIOTT, B.A. (1983)
Secretary

Career Services and Cooperative Education

GORDON W. FOLGER, M.A. Ed. (1987)
Director

MADRA N. BRITT, M.Ed. (1989)
Assistant Director

VALERIE B. GOGAL, M.A. (1990)
Assistant Director

MARY ELLEN PHILEN, B.A. (1985)
Office Manager

ANN B. PHILLIPS (1989)
Office Assistant

**Student Activities
and Leadership Development**

MADALYN S. GAITO, M.A. (1990)
Director

CHERYL S. SMITH, M.Ed. (1991)
Program Director

MARGE KEYES (1991)
Office Manager

Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)
Director

CAROL SORBERA (1990)
Assistant Director

ALBERTA HAWES (1976)
Secretary

Guidance and Counseling

GINA ROBERTS, M.Div. (1988)
Director of Counseling and Personal Growth Center

BARBARA J. BETTINI, A.M. (1989)
Counselor

TRACY KNIGHT, A.B. (1989)
Office Assistant

Health Services

RUTH PEARCE, R.N. (1980)
Director

PATRICIA BROOMHALL, M.D. (1980)
Physician

SIDNEY MARTIN, M.D. (1972)
Physician

MELINDA McLAIN, R.N. (1991)
Nurse

RACHEL YATES, R.N. (1990)
Nurse

SUSAN SCHRAG
Health Educator

Business and Finance

Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)
Vice President

ANNE C. PUGH, A.B. (1977)
Administrative Secretary

Financial and Benefits Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)
Controller

VICKI GAVIN, B.S., C.P.A. (1988)
Accounts Payable Clerk

HEATHER D. POLLARD, A.B. (1983)
Payroll Technician

BONNIE F. PHARIS, B.A. (1986)
Personnel Coordinator

PRISCILLA WOOD (1987)
Accounts Receivable Clerk

Information Services

GLENWOOD SANDERSON (1981)
Manager

KATHERINE KESTERSON (1988)
Systems Engineer

Campus Activities

MARIE MASON, Ph.D. (1969)
Coordinator

College Store

DRU M. HINSLEY, A.B. (1953)
Manager

RUTH L. GOWER (1959)

Assistant Manager

MARY ANN REESE, B.S. (1984)
Textbook Manager

FRANCES GILLIS (1973)
Store Clerk

Central Services and Printing

ANA P. COBB (1991)
Customer Service Representative

GAIL EKWEM-WHITE (1991)
Machine Operator

Environmental Services

A. CLARKE SUTTLE, B.S. (1988)
Plant Engineer

JESSICA LaMONDA (1984)
Housekeeping Supervisor

LON AVENT (1972)
Maintenance Supervisor

LEE ADAMS (1978)
Grounds Supervisor

NELLIE PENNINGTON (1966)
Environmental Services Coordinator

SUE HITE
Office Coordinator

Maintenance Staff

GEORGE ASHOO
JOE B. BROWN
RICKY A. DUNNING
THOMAS EDMONDSON
JAMES JONES
HOMER LILES
DAVID A. McLEOD
J. PATRICK WOOD

Grounds Staff

GALDINO AVILA
GERARDO AVILA
WILLIAM FINCH
JEFFREY HUNTER
DAVID JOHNSON
DARNELL SMITH
OTIS TERRY

Housekeeping Staff

MARY ELIZABETH BELL
FRANK BERRY
CRAIG BRIDGES
WILLIAM COOPER
SYLVESTER CORNEY

TODD FORT
 MARGARET GIBSON
 ADA GREGORY
 EDNA GREGORY
 LULA HARRELSON
 LOUISE HAWKINS
 WILLIE HOWARD
 REATHA JEFFERIES
 RUTHLENE JOHNSON
 JAMES JONES
 WILLIE KING
 MADGELINE MONTAGUE
 RUTH OWENS
 LUCRETIA PETERSON
 BARBARA ROBINSON
 LOIS ROWLAND
 MAMIE SANDERS
 ANNIE RUTH SMITH
 LARRY TAYBRON
 RUTH WILKERSON
 DAVID WILLIAMS

Food Services (ARA)

THAD O'BRIANT
Manager

Post Office

ALYSIA HAVEL (1990)
Postal Supervisor

CECELIA MILLER (1988)
Information Services Assistant

Security

DANIEL G. SHATTUCK (1972)
Chief

JANICE SHATTUCK (1974)
Secretary

Security Staff

W.W. ADAMS
 DONALD APPLEFORD
 WORTH BAILEY
 PAULA CREWS
 LARRY FERRELL
 WILLIAM GRINER
 JANICE HILTON
 SHERWOOD JONES
 JEANETTE McLEOD
 V.C. MEDLIN, JR.
 THURMAN METHENY
 TIMOTHY MORRIS
 ROBERT SHATTUCK
 CHARLES SOCKELL

Communications

VIRGINIA KEMP
Communications Supervisor

ANGELA GOUGE
Customer Service Representative

ROSEMARIE SORRENTINO
Switchboard Supervisor

Institutional Advancement

Office of the Vice President for Institutional Advancement

MURPHY M. OSBORNE, Ed.D. (1988)
Vice President

JUDY G. ESHLEMAN (1987)
Administrative Secretary

GERALDINE W. MYERS (1978)
Secretary/Receptionist

SUZANNE C. BENNETT, A.B. (1987)
Financial Records Secretary

Alumnae Affairs

DORIS A. LITCHFIELD, A.B. (1987)
Director

LINDA BOONE (1991)
Secretary

JULIA B. THOMPSON, B.A. (1991)
Secretarial Assistant

Annual Giving

REBECCA E. ASKEW, A.B. (1989)
Director

LINDA BOONE (1991)
Secretary

JULIA B. THOMPSON, B.A. (1991)
Secretarial Assistant

Corporate Relations

SONYA WALTERS, A.B. (1990)
Director

ANN H. CARLTON (1990)
Secretary

Planned Giving

HAROLD L. WEST, JR. B.A. (1991)
Director

ANN H. CARLTON (1990)
Secretary

CAMPUS DIRECTORY

Johnson Hall, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mordre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association, a bedroom suite for guests of the College, and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat **Kresge Auditorium**, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

Shearon Harris Building, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography dark-rooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Joyner Hall is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. It also contains offices for faculty, a small auditorium equipped with visual aids, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 134,000 volumes and 745-plus subscription periodicals. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software.



Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students, five rooms for two and four rooms for three, two of which have a private bath and two which are joined by a bath. The eight-bed health center occupies the first floor. A nurse is in residence and a doctor on 24-hour emergency call.

Ellen Brewer House, a residence of the Department of Home Economics, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, and a playing field.

Marguerite Warren Noel International House is a residence hall for students who are interested in other cultures, languages, political issues, and the broad scope of international life. Named in honor of a member of Meredith's Class of 1934, the house was refurbished in 1992.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

The **Faw Garden**, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

LOCATION

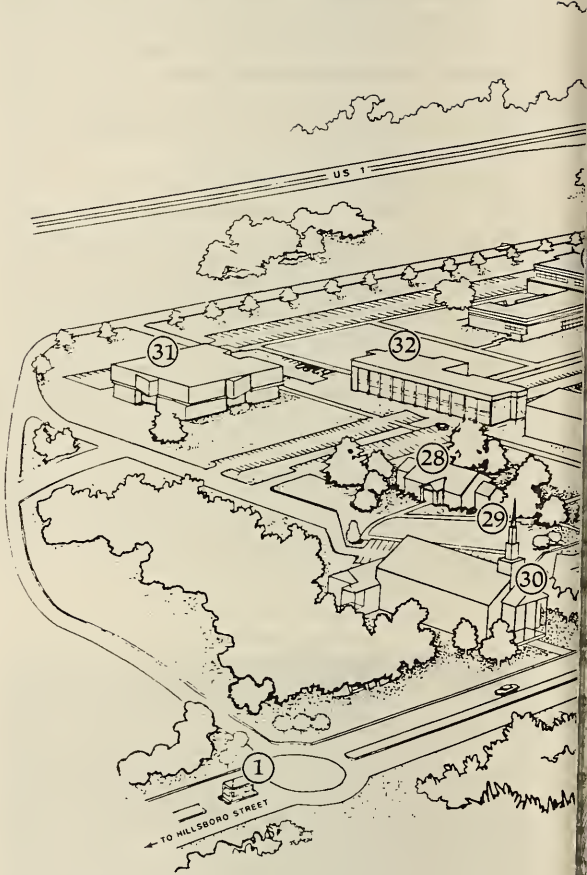
Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 223,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue—an I-40 connector—and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

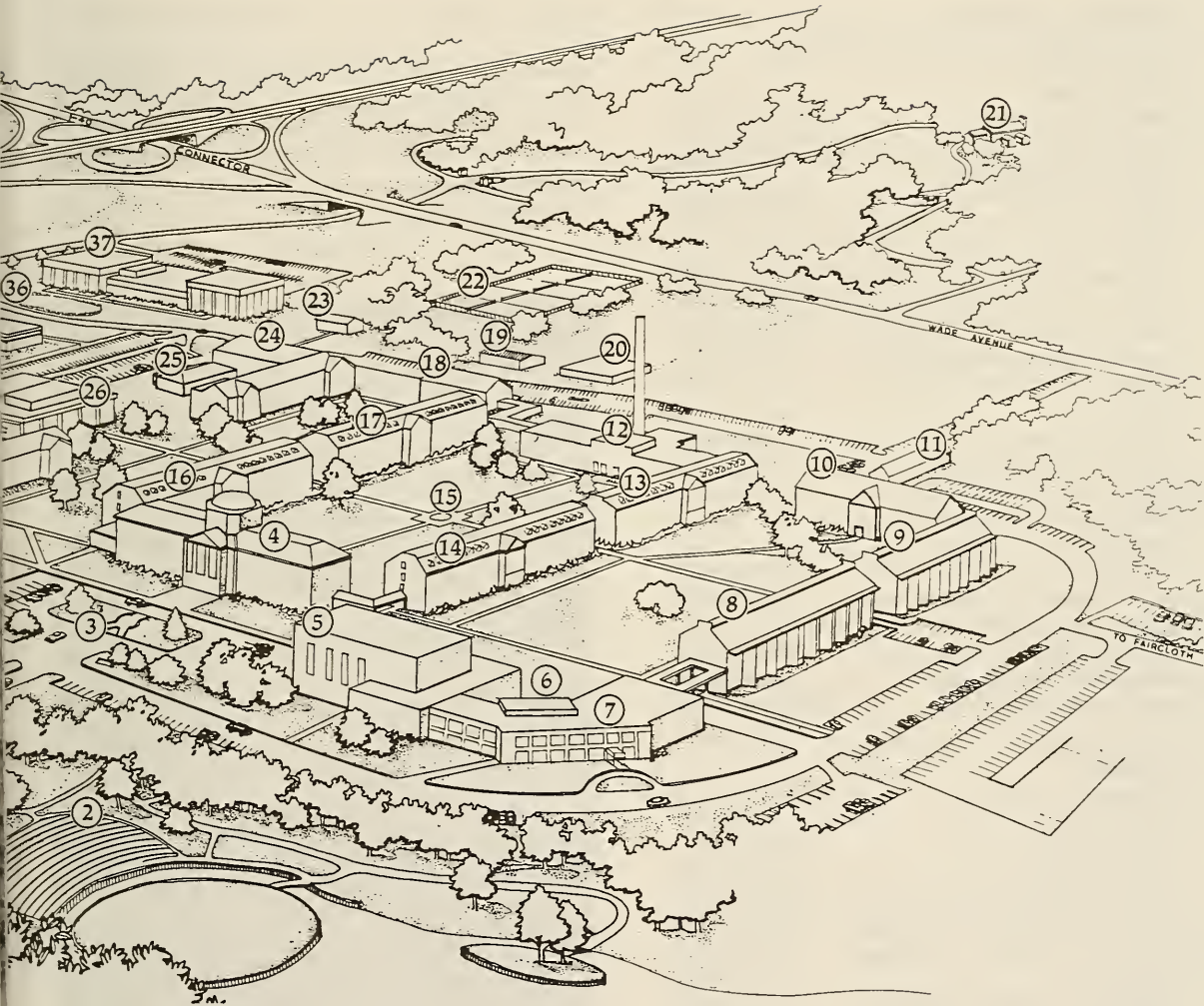
CAMPUS MAP



Numbered Map Locations

- 1. Gate House (Information)
- 2. Elva Bryan McIver Amphitheater at the Meredith Lake
- 3. Shaw Fountain
- 4. Johnson Hall (Administration)
- 5. Jones Hall (Auditorium, Studio Theater, Drama, Writing Center, Continuing Education)
- 6. Faw Garden
- 7. Harriet Mardre Wainwright Music Building (and Carswell Concert Hall)
- 8. Heilman Residence Hall
- 9. Barefoot Residence Hall

- 10. Poteat Residence Hall
- 11. Maintenance Shop
- 12. Belk Dining Hall
- 13. Faircloth Residence Hall
- 15. Heck Memorial Fountain
- 14. Brewer Residence Hall
- 16. Vann Residence Hall
- 17. Stringfield Residence Hall
- 18. Carroll Health Center and Residence Hall
- 19. Security, Buildings and Grounds
- 20. Marguerite Warren Noel International House
- 21. Massey House (President's Residence)
- 22. Tennis Courts



- 24. Hunter Hall (Science, Home Economics)
- 25. Mary Yarbrough Research Center
- 26. Carlyle Campbell Library
- 27. Joyner Hall (Liberal Arts)
- 28. Mae Grimmer Alumnae House
(and Mabel Claire Hoggard Maddrey Parlor)
- 29. Margaret Craig Martin Garden
- 30. Christina and Seby Jones Chapel
- 31. Cate Student Center
(and Kresge Auditorium)

- 32. Shearon Harris Business Building
(Business and Economics,
Mathematics and Computer Science)
- 33. Gaddy-Hamrick Art Center
(and Frankie G. Wems Art Gallery)
- 34. Cleo Glover Perry Garden
- 35. Frankie G. Weems Memorial Garden
- 36. Golf Putting Green
- 37. Weatherspoon Physical Education-
Dance Building

UNDERGRADUATE ACADEMIC CALENDAR 1992-93

Fall Semester

Arrival of new students	Thu., Aug. 13
Registration	Mon., Aug. 17
Registration of freshmen	
Classes begin at 5:30 p.m.	Tue., Aug. 18
Opening Convocation	Mon., Aug. 24
Last day to drop a course	
without paying	Tue., Aug. 25
Last day to add a course	Wed., Aug. 26
Labor Day holiday—no classes	Mon., Sept. 7
Last day to make grading changes	Wed., Sept. 16
Last day to drop with a "W" grade	Wed., Sept. 16
Midterm:	
Autumn recess begins at 5:00 p.m.	Fri., Oct. 9
Classes resume at 8:00 a.m.	Wed., Oct. 14
Midterm reports due at noon	Wed., Oct. 14
Cornhuskin': no classes after 5:30 p.m.	Thu., Nov. 5
Thanksgiving recess begins	
at 1:00 p.m.	Wed., Nov. 25
Last day to withdraw from a course	Wed., Nov. 25
Classes resume at 8:00 a.m.	Mon., Nov. 30
Last day of classes	Wed., Dec. 2
Reading Day; music juries	Thu., Dec. 3
Final Examinations	Fri., Dec. 4 - Sat., Dec. 12

Spring Semester

Registration	
Classes begin at 5:30 p.m.	Tue., Jan. 5
Last day to drop a course	
without paying	Tue., Jan. 12
Last day to add a course	Wed., Jan. 13
Martin Luther King Day—no classes	Mon., Jan. 18
Last day to make grading changes	Tue., Feb. 2
Last day to drop with a "W" grade	Tue., Feb. 2
Midterm:	
Spring recess begins at 5:00 p.m.	Fri., Feb. 26
Midterm reports due at noon	Wed., Mar. 3
Classes resume at 8:00 a.m.	Mon., Mar. 8
Easter Recess begins at 5:30 p.m.	Thu., Apr. 8
Classes resume at 8:00 a.m.	Tue., Apr. 13
Last day to withdraw from a course	Thu., Apr. 15
Last day of classes	Mon., Apr. 26
Reading Day; music juries	Tue., Apr. 27
Final Examinations	Wed., Apr. 28 - Thu., May 6
Commencement	Sun., May 9

Summer School

First session begins	Tue., May 25
First session ends	Sat., Jun. 12
Second session begins	Mon., Jun. 14
Second session ends	Fri., Jul. 2
Third session begins	Mon., Jul. 5
Third session ends	Fri., Jul. 23



CORRESPONDENCE AND VISITS

The mailing address of Meredith College is
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298.

The College telephone number is (919) 829-8600.

The Meredith Fax number is (919) 829-2828.

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic records

Office of the Registrar

Admissions

Office of Admissions

Adult student information

Office of Continuing Education

Alumnae matters

Director of Alumnae Affairs

Catalogue requests

Office of Admissions

Community educational services

Office of Continuing Education

Educational programs

Dean of the College

Expenses

Vice President for Business and Finance

Financial assistance

Office of Scholarships and Financial Assistance

Graduate employment

Office of Career Services

Housing matters

Dean of Students

News items/publications

Office of College Communications

Parents Association

Director of Corporate Relations

Student Employment

Office of Scholarships and Financial Assistance

Student interests

Dean of Students

Student reports

Registrar

Summer school

Registrar

Transcripts

Registrar

Vocational testing

Office of Career Services

ENROLLMENT FOR 1991-92

Fall 1991 Degree Candidates:
(Bachelor of Arts, Bachelor of Science, and
Bachelor of Music)

Undergraduate Degree Candidates: 1943
Graduate (Master of Business Administration,
Master of Education, and Master of Music)

Graduate students: 198

Total Degree Candidates: 2,141

Special undergraduate students: 231

Other students in credit courses: 113

Students in non-credit courses: 1098

Total Enrollment, Fall 1991: 3583

Summer Enrollment, 1991: 734

Students in credit courses by state:

California 3

Connecticut 3

Florida 8

Georgia 6

Hawaii 1

Indiana 2

Kentucky 2

Louisiana 2

Maryland 11

Massachusetts 2

Missouri 2

New Jersey 8

New York 5

North Carolina 2102

Ohio 1

Pennsylvania 10

Rhode Island 1

South Carolina 14

South Dakota 1

Tennessee 12

Texas 3

Vermont 1

Virginia 151

West Virginia 5

International students 16

TOTAL 2372



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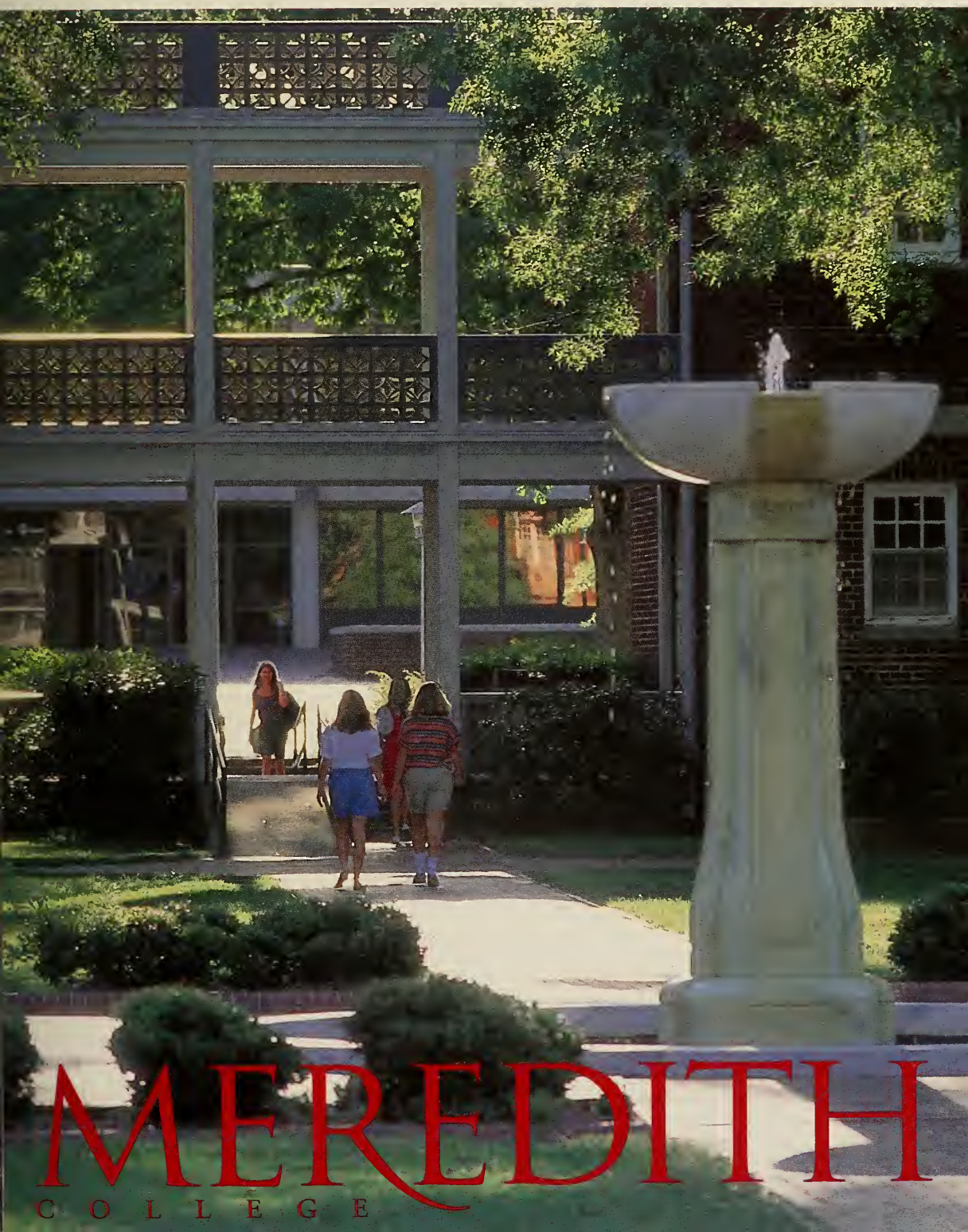
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Meredith College
Office of Admissions
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 829-8581

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UNDERGRADUATE CATALOGUE



MEREDITH

COLLEGE



MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

Volume 17

1993 - 1994

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Requests for Meredith catalogues should be sent to:

*Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298*



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PRESIDENT'S MESSAGE

Dr. John E. Weems

IT'S AN EXCITING TIME FOR WOMEN—and it's an honor and a privilege to be among those who promote and encourage opportunities for women.

A forward-looking institution, Meredith has the finest faculty, the latest technology, and best equipped physical facilities you'll find anywhere. Our philosophy of education—a commitment both to a strong liberal arts tradition and to the almost limitless potential for women in the work place and community—is strong. While students engage in rigorous scholarship, they also are challenged to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, to make a difference in the world.

As the largest private college for women in the Southeast, Meredith is at the hub of a sophisticated array of first-rate academic, governmental, scien-

tific, business, and professional communities, constantly enriching the College's own excellent curriculum and resources.

Our student body is diverse and inclusive—welcoming both the traditional student and the re-entry student with equal enthusiasm; offering graduate degrees in music, business, and education; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and the spiritual needs of women.

Operating for over a century as a women's college, Meredith has awarded over 13,000 degrees. Our alumnae attest to the fact that Meredith graduates are succeeding in the competitive job market of the 1990s and attribute this to the high quality education they received. Attending Meredith made a difference in their lives; it can make a significant difference in your life too!



MEREDITH:

PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder*, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE OF THE College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This

institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE SOUTHERN Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It has an approved American Dietetic Association Plan V program. Graduates of Meredith are eligible for membership in the American Association of University Women.

OPERATIONAL GOALS

THE COLLEGE SEEKS TO

1. educate women;
2. maintain an environment which
 - a. is supportive of Christian traditions and ideals,
 - b. fosters personal integrity, intellectual freedom, and academic excellence;
3. offer opportunities to join in a college community which
 - a. values its heritage and traditions,
 - b. promotes citizenship and leadership through participation in self-governance and in recreational, social, and religious activities,
 - c. fosters personal relationships,
 - d. is concerned for the well-being and development

- of each individual;
- 4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
 - a. a broad liberal arts component as the core of its undergraduate curriculum,
 - b. majors, minors, concentrations, and certifications,
 - c. graduate studies, and
 - d. continuing education;
- 5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
- 6. offer programs and services and to open college facilities to meet educational and cultural need in the greater Raleigh community;
- 7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
- 8. maintain, operate, and advance the College by providing
 - a. an administrative staff and a student development staff which will support the programs of the College,
 - b. physical facilities and equipment which will meet the needs of the institution,
 - c. financial resources for the operation of the College.

A CHRISTIAN COLLEGE

MEREDITH IS A WOMEN'S COLLEGE OF HIGH QUALITY IN THE liberal arts—a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves physically fit, to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and

professions, for leadership and responsible citizenship, for family life, and for leisure.

A COLLEGE FOR WOMEN

MEREDITH WAS FOUNDED ON THE PREMISE THAT EXCELLENCE in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF ANY AGE, race, creed, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,000 students come from North Carolina, numerous other states, and several foreign countries;

from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 200,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 25,000 college students.

FACULTY

THE FACULTY AT MEREDITH CONSTITUTES THE FULCRUM around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they en-

gage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 75 percent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 65 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO ASSIST THE student—living and working as a free person within a community of learners—in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED TO OFFER the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and

to develop the many facets of her whole being. (Details are on pages 45-47).

INDIVIDUALIZED STUDY

MEREDITH TAKES SERIOUSLY THE NEED FOR INDIVIDUALIZED educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Switzerland, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 52-54).

CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN EACH student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 49). They may undertake

course work for academic credit leading to an undergraduate or graduate degree (see page 49), or they may earn certification in a job-related field (see pages 49-50).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF MEREDITH College offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office.

CAREER DIRECTION

CAREER OPPORTUNITIES FOR WOMEN ARE GREATER NOW than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering more than 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

— *Pre-Professional Studies*

Sequences of courses are available and can be estab-

lished through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan awards will receive \$5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to provide the difference between the \$5,000 award and the costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. Additional information on the Teaching Fellows Program can be found on page 30 and 49.

— *Medical Technology and Physician Assistant*

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a physician assistant degree program in cooperation with Wake Forest University Bowman-Gray School of Medicine. Details are available in the Department of Biology and Health Sciences, and on page 47 of this catalogue.

— *Nursing Transfer Curriculum*

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 47-48 and 55.

— *Professional Communications*

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 48.

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 110.



ADMISSION

AS A COLLEGE COMMITTED TO THE DEVELOPMENT of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

FRESHMAN ADMISSION

— *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$25 non-refundable application fee. She must also submit the required secondary-school records, test

scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 13 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include four units in English, mathematics courses through Algebra II, and credit in foreign language.

Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent

upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 810 and 1000 on the Scholastic Aptitude Test.

Each freshman applicant is expected to take the SAT of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than

December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 19 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in the eleventh or twelfth



grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 175.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her

senior year. (See pages 28-29.)

— *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

— *Credentials for Adult Students*

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student (see pages 18 and 49). When a specified program is taken, the student is not required to file scores on the Scholastic Aptitude Test. In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She must take the SAT (or ACT) prior to her senior year.

The College takes action on early decision applications

by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. (See pages 26-28 for information about application procedures.) Accepted students are required to make by December 1, a \$100 advance deposit, a non-refundable payment that applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This

non-refundable deposit will apply toward her expenses in the spring semester.

— *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

EACH YEAR MEREDITH ADMITS A NUMBER OF QUALIFIED applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 18.)



Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See pages 54-55, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. (See page 45 for information regarding credit requirements for a second degree program.)

— Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith (see pages 43-44).

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study.

Admission is always contingent upon receipt of a complete medical report. (Information about the health record is found on page 15.)

— *Credentials for Adult Students*

A woman 23 years of age or older, who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student (see page 19). In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from each college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her G.E.D. certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins as quickly as possible after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer

evaluation begins by early October if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on this page. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. (See page 55 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 56-58 for information about credit regulations. Special attention is called to the maximum credit

accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

INTERNATIONAL STUDENTS

MEREDITH WELCOMES THE INTERNATIONAL STUDENT WHOSE previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test. The tests (TOEFL and/or SAT) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for the TOEFL or SAT examination, the student should request that a score report be sent directly to Meredith College, Code Number 5410.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ENTRY (ADULT) STUDENT ADMISSION

A STUDENT WHO IS 23 YEARS OF AGE OR OLDER, IS A HIGH school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student files her application through continuing education and has all official transcripts, including high school and/or GED and *all* post-secondary transcripts, sent to that office. A student who has previously been enrolled in any post-secondary education program must have an official transcript sent from *each* institution attended, including summer sessions.

An evaluation of *all* academic records is prepared, and the potential student meets with a re-entry adviser. A program of a maximum of 15 semester hours credit as a re-entry student is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a reentry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a re-entry student are applicable to the degree requirements.

NOTE: A student applying for admission to the Nursing Transfer Curriculum enrolls as a re-entry student through continuing education (see above). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

RE-ADMISSION OF FORMER STUDENTS

A STUDENT WHO WAS PREVIOUSLY ENROLLED AT MEREDITH but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a \$15 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include



recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 59 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the

College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may be referred to the continuing education re-entry program for appropriate advising and re-enrollment assistance.

PART-TIME STUDENTS

A PART-TIME STUDENT IS ONE QUALIFYING FOR A DEGREE WHO enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

— *Non-degree Students*

Non-degree students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 83.)
4. A student who is 23 years of age or older and not interested in completing a degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

— *Senior Scholars Program*

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

EVERY PERSON ADMITTED TO THE COLLEGE AS A STUDENT agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

AN ORIENTATION PROGRAM IS PROVIDED PRIOR TO THE START of classes for students entering in August. (See page 35 for a description of the program and page 174 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for re-entry students.

SUMMER SESSION

DURING THE SUMMER, THE COLLEGE OPERATES THREE THREE-week terms. (See page 174 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome, provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



FINANCES

MEREDITH COLLEGE ATTEMPTS TO KEEP STUDENT expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see pages 170 and 171 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS AND others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

— Full-Time Students (12-18 credit hours and all resident students)

	Semester*	Year
Resident students tuition	\$3,170	\$6,340
Room, board, infirmary	1,550	3,100
TOTAL	\$4,720	\$9,440
Commuting students tuition	\$3,170	\$6,340

— Part-Time Students (1-11 credit hours)

Tuition (for credit or audit) \$190 per credit hour

— Additional Course Fees

Credit in excess of 18 hours \$190 per credit hour

Applied Music

Full-time students

1 half-hour lesson weekly	\$100
2 half-hour lessons weekly	\$200
Class lessons in piano	\$ 85
Class lessons in guitar	\$ 85
Recital fee	\$100

Part-time students (for credit)

Tuition of \$190 per credit hour plus the following fees:

1 half-hour lesson weekly	\$100
2 half-hour lessons weekly	\$200
Class lessons in piano	\$ 85
Class lessons in guitar	\$ 85
Recital fee	\$100

Part-time students (no credit)

1 half-hour lesson weekly	\$230
2 half-hour lessons weekly	\$460

* As of this printing, the Meredith Board of Trustees is considering action which may affect 1993-94 tuition costs as shown above, in order to compensate for the withdrawal of funding by the Baptist State Convention of North Carolina.

Class lessons in piano 1 hour per week	\$150
Class lessons in guitar 1 hour per week	\$150

Art

Studio fees vary up to \$200 per course to cover expendable materials.

Education

EDU 439—Student Teaching	\$200
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Health and Physical Education

Equitation, golf, bowling, scuba diving, lifeguarding, WSI, karate, ice skating, snow skiing, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-1—Field Experience	\$ 50
SWK 402-2—Field Experience	\$180

Auditing Courses

Full-time students	no charge
Part-time students	\$190 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

— Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student at Meredith College. The \$50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

— Special Fees

Application fee for new students	\$25
Application fee for students seeking re-admission	\$15
Record evaluation	\$ 5
Graduation fee	\$50
Transcripts (each)	\$ 2

Breakage fee—Students will be billed for unjustifiable damage to college property.

Health services—Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Service is available to non-resident students for \$75.00 per semester.

TERMS OF PAYMENT

— Payment Schedule

Application fee	\$ 25
Advance payment for all entering students	\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$25 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students	\$100
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All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, \$85 will be refunded if the request is received by May 1.

Payments for tuition, room, and board are due in four equal installments (two per semester) as follows:

	Resident	Commuting
August 1	\$2,360.00	\$1,585.00
October 31	2,360.00	1,585.00
December 15	2,360.00	1,585.00
March 31	2,360.00	1,585.00
TOTAL	\$9,440.00	\$6,340.00

Additional charges for course fees are due with the October and March payments. Statements are sent to students at their permanent address about two weeks prior to each payment due date.

Certain overdue charges, such as library fines, security fines, and long distance telephone charges are added to student accounts for collection. They are due and payable immediately.

Financial aid is applied against charges to offset payments as follows:

One-half of the semester award of Federal loans and grants and Meredith administered scholarships is applied to each payment within the semester.

Non-Meredith administered loans (such as Stafford) and outside scholarships are applied when they are approved.

The North Carolina Legislative Tuition Grant reduces the amount of the October and March payments.

— *North Carolina Legislative Tuition Grants*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1992-93 was \$1,128.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

— *Deferred Payment Plan*

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc., East Providence, RI 02904.

— *Withdrawals*

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100% of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60% of the semester. Federal portions of the refund will be repaid to the programs from which funds were received in the following order: (1) FFELP loans (2) Federal Perkins loan (3) Federal Pell grant (4) Federal SEOG grant (5) other title IV assistance (6) Balance of Federal portion to the student. After the federal portion has been refunded, the balance, if any, will be returned in the following order: (1) NC Contractual grant (2) Meredith College grants and scholarships (3) NCSIG (4) NCLTG (5) Student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (Federal, State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

— *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or handicap. A foreign applicant should consult page 19 for assistance available to students from other countries.

— *Principles and Procedures*

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,900 for books and supplies and miscellaneous personal

expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1993-94 is \$11,340. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$4,368 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1993-94 is \$10,508. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.



Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Scholarships and Financial Assistance.
2. Complete the Free Application for Federal Student Aid and address as shown on the form. Designate Meredith as an institution to receive the data. The FAFSA may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will file a Meredith College aid application and an "Early Version" Financial Aid Form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by February 15.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to receive financial assistance; the form should be filed between Jan. 2 and Feb. 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and

student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by November 15. Returning students can expect notification concerning awards by May 1.

Payment of Award

Scholarships awarded by Meredith are credited to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special

applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

— *Types of Assistance*

Competitive Scholarships

Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at \$3,000 per year in 1993-94. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Jessie Ball Dupont Scholarship
Durham Corporation Education Endowment Fund
General Hugh B. Hester Honors Scholarship
Paula Green Hester Honors Scholarship
Cleo and Elwood Perry Honors Scholarship
Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this

competitive program range from \$800 to \$1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a FAFSA.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship
A.J. Fletcher Scholarships
Ruby C. and Ernest P. McSwain Scholarship
Lois Griswold Outland Scholarship

Each year two A.J. Fletcher Scholarships, one Eleanor Layfield Davis Scholarship, one Ruby C. and Ernest P. McSwain Scholarship, and one Lois Griswold Outland Scholarship are awarded to freshman applicants on the basis of talent. These scholarships vary from \$250 to \$1,250 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

An A.J. Fletcher Scholarship, an Eleanor Layfield Davis Art Scholarship, a Ruby C. and Ernest P. McSwain Scholarship, and a Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art

courses taken at Meredith College.

Music Scholarships

A.J. Fletcher Scholarships

Robert H. Lewis Scholarship

Music Talent Scholarships

Each year three A.J. Fletcher Scholarships, one Robert H. Lewis Scholarship, and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for \$1,250 per year. The Robert H. Lewis Scholarship is for \$1,500 per year. The Music Scholarship varies from \$500 to \$1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Scholarship is \$1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's being a full-

time student pursuing a major in interior design and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Meredith College Scholarship for Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted in a full-time program of study.

Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide

mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the \$5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition and room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award—a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award—a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. If applying for need-based financial assistance at Meredith, file a Meredith College Financial Aid Application and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/ Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program

leading to teacher certification, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$400 per year, depending upon the Acteens achievement level the student has obtained.

	Per Year Value	Four-Year Total Value
<i>Studiact Level of Achievement</i>		
Queen or Service Aide*	\$200	\$ 800
Queen with a Scepter	\$250	\$1,000
Queen Regent	\$300	\$1,200
Queen Regent in Service	\$350	\$1,400
Service Aide**	\$400	\$1,600

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 26508, Raleigh, NC 27611-1107.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually,

* Service Aide independent of other levels of achievement

** Service Aide in addition to the other four levels of achievement

are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan
The William C. Vick Loan Fund

The following scholarships are also available:

James Larkin and Iona Mae Ballou Trust
Dr. J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. and Irene Bonhardt Scholarship
Annie and John Bostic Scholarship
Charles Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
James E. and Mary Z. Bryan Scholarship
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Z.M. Caveness Scholarship
Jackie R. Cbamblee International Student Scholarship
Helen J. Clancey Memorial Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship

Class of 1952 Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Norma Baker Cook Art Scholarship
Beulah Rimmer Craig Scholarship
Roger H. Crook Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Essie Dale Hunter Dickson Scholarship
Elizabeth James Dotterer First Family Scholarship
Durham Corporation Education Endowment Fund
Phyllis Edwards Scholarship
Lucille Lawrence Ellis Scholarship
Myrtle Hart Farmer Scholarship
Farrior Sisters Scholarship
Lucy Teague Fassett Scholarship
Dr. James Grady Faulk First Family Scholarship
Fiske-Rose Scholarship
Foreign Language Scholarship
Nannie S. Gaddy Scholarship
Lillie Grandy Scholarship
Mae Grimmer Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus F. and Bessie S. Hall Memorial Fund
Fuller B. Hamrick Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Graduate Scholarship
Mattie Jenkins Henderson Scholarship
Ruth Hilliard Hensley Music Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M.A. Horner Scholarship
Mabel Andrews House Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs
First Family Scholarship
Hattie McCauley and Arthur James Scholarship
Frances P. Jennings Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Ione K. and Thomas B. Knight First Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Rebecca Jean Morris Lewis Scholarship

Robert H. Lewis Scholarship
 Margaret Hine Linville Scholarship
 Mangum Scholarship
 Mr. and Mrs. W.H. Matthews Scholarship
 Quentin Oliver McAllister Scholarship
 Mona Blevins McGilvray Scholarship
 Wilma L. McCurdy Scholarship
 Ralph McLain Memorial Award
 Margaret Mason McManus Scholarship
 Leroy Martin Scholarship
 Charles E. Merrill Scholarship
 Emma Bronson Miller Scholarship
 Charles S. Mitchell Scholarship
 First Baptist Church New Bern Scholarship
 Jennie Reid Newby First Family Scholarship
 Nancy Newlin Memorial Scholarship
 Mary Crawford Norwood Scholarship
 Marguerite Warren Noel First Family Scholarship
 Lois Griswold Outland Scholarship
 Gladys Blalock Page First Family Scholarship
 Margaret Faucette Parker Music Scholarship
 Elizabeth Fleischman Patrick Scholarship
 Perry-Harris Scholarship
 Carolyn Peacock Poole Scholarship
 Ida Poteat Scholarship
 Theodore Presser Scholarship
 Helen Price/Kappa Nu Sigma Scholarship
 Thomas B. Pruitt Scholarship
 Carlton Sylvester Prickett Scholarship
 Z. Smith Reynolds Scholarship
 Virginia Lancaster Robertson Scholarship
 Royster-Parker Scholarship
 Ellen Amanda Rumley Memorial Scholarship Endowment
 Dorothy Hunt Sides Scholarship
 Janie Green Shearin First Family Scholarship
 Sandra Graham Shelton Scholarship
 Ruth F. Singleton Scholarship Endowment
 Viola James Strickland Scholarship
 Oliver Larkin Stringfield Scholastic Fund
 Jane Watkins Sullivan Scholarship
 Emma Barber Towler Memorial Scholarship
 Lucretia Dean Vick Travel Award
 Irving H. Wainwright First Family Scholarship
 Irving H. Wainwright Scholarship
 Robbie Hedrick Walker First Family Scholarship
 Martha Medlin Wardlaw Scholarship
 Wescott-Daniels Memorial Scholarship
 Lettie Pate Whitehead Scholarships
 Martha McKeel Whitehurst Scholarship

Ruth C. Wilson Scholarship
 Duvall Williams Scholarship
 Lena Mae Williams and Lena Stone Williams Music Scholarship
 Vida Thompson Williams Scholarship
 Annie C. Womble Scholarship
 Clara Young Woodall Scholarship
 Wyford Scholarship
 Lucile Ward Yarbrough Memorial Scholarship

Campus Employment

A variety of on-campus jobs provides a financial assistance resource in the form of campus employment. For the recipient, the estimated earnings are included in her assistance award. Monthly compensation is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

Federal PELL Grant

These federally sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources.

No separate application is required as the Free Application for Federal Student Aid (FAFSA) serves as the application when it is properly completed. Following an analysis of the FAFSA a Student Aid Report (SAR) is sent to the student. The student sends the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need.

Federal Perkins Loan

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a ten-year

period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

Federal Work-Study Program

Many of the students assigned to campus employment are participating in the federally sponsored Federal Work-Study Program.

Federal Stafford Loan Program (formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as \$2,625 for the first year of college, \$3,500 for the second year, and up to \$5,500 for the third and fourth year. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by writing College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. If the student lives out of state, she may prefer to inquire about the source of applications from the Educational Assistance Authority for her state of legal residence.

Unsubsidized Federal Stafford Loan

This is a new program open to students who may not qualify for or may qualify for only a partial subsidized Federal Stafford Loan as described in the preceding section. The same terms and conditions apply as in the subsidized Federal Stafford Loan program except that the student is responsible for the interest that accrues while she is in college.

Federal Supplemental Loans for Students

Self-supporting students (by definition of federal law), graduate students, or a dependent student under special circumstances may apply for the SLS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments. The maximum yearly amount of the SLS is \$4,000 for the first and second years and \$5,000 thereafter. Graduate students may borrow up to \$10,000 per year. Applications and details are available from College Foundation, Inc.

North Carolina PLUS Loans

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by

Congress in 1980.

Parent(s) of dependent students may borrow under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent student may borrow up to the cost of education minus any financial assistance. Applications and details are available from College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1992-93 was \$1,128. (See page 25.)

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. To apply, the student must answer "yes" to the question on the FAFSA form which gives permission to send data to the State agency. College Foundation will send the eligible student a supplementary form to complete.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

Consult your high school Guidance Counselor for information and applications for the following programs:
N.C. Prospective Teacher Scholarship
The Paul Douglas Teacher Scholarship



STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH IS important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsibility—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division for Student Development. Student support services include admissions, scholarships and financial assistance, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, career services, health services, community resources, academic success seminars, international programming, social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION FOR new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activi-

ties, the orientation period provides opportunities for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL ASPECT OF THE CAMPUS to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; and Dr. Jane Goodall, scientist (world authority on primate behavior) and author, Supreme Court Justice Sandra Day O'Connor, syndicated columnist Erma Bombeck, and United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Works also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith student, faculty and guest performance musicians.

Meredith students also perform in the Raleigh area and

on tours. The Meredith Chorus and the Meredith Chorale appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. The *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Tintypes*, *Toys in the Attic*, *The Rimers of Eldritch*, a Christmas concert, and a spring dance concert.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, in Chapel Hill, in Durham, in Greensboro, and in Winston-Salem, offers a host of social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY MEREDITH in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student



under the conditions described on page 57.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUDENTS AS responsible, contributing members of the college com-

munity dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

— Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVERNING operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

— Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, a committee composed of faculty and students, Student Life Committee, confers with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A synthesis of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

— Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

STUDENTS ARE RESPONSIBLE FOR THE EFFECTIVENESS OF THE many organizations on campus. For example, three college publications are produced by students. The *Herald*, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. The *Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Developing from academic and other types of activities, these organizations encourage students to pursue their various interests and to explore their leadership capabilities. Meredith students can choose from over 70 student organizations in which to participate. The more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Alpha Lambda Delta Freshman Honor Society, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans, Society for

Human Resource Management, and Women in New Goal Settings (WINGS) for re-entry students.

— Societies

Two societies on the Meredith campus exist as voluntary social and service organizations. Although having originated as literary societies, Astrrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERITAGE, THE College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The period from 10 to 11 a.m. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week, the Staley Distinguished Christian Scholar Lecture Series, the Gullick Lectures in Christian Studies, the Mary Frances Preston Lectures in Biblical Studies, and the Jo Welch Hull Lectures in Christian Life. Each of these annual events brings outside resource people to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local

ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL ACTIVITIES for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A weight room is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities, along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

THE ORGANIZATION AND ACTIVITIES OF THE INTERCOLLEGIATE athletic program are administered by the Department of Health, Physical Education, and Dance—an academic department under the Vice President and Dean of the College. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith does not offer athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education

and personal development of student athletes.

RESIDENCE

MEREDITH STUDENTS UNDER THE AGE OF 23 MAY CHOOSE TO live on campus or to reside with their parents, husband, or (with special permission) a close relative. A limited number of senior and junior students and transfers accepted for those classes may, on occasion, be given

special permission by the Dean of Students to reside off campus.

Campus housing is available to students under the age of 23. Any student who reaches the age of 23 during an academic year may complete that year on campus but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program. *Individual requests for a one-semester extension for housing may be considered in August or January if the space is*



available.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted.

Freshmen are usually assigned to Carroll, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the Dean of Students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Residence Directors are employed to live in the freshman residence halls and are available to students at all times; four other residence directors are available to the upperclass students.

— *Commuter Student Life*

The commuter student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The Fireside Lounge in Cate Center is designated for commuter student rest, study, and relaxation. It is the center of commuter student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events. Women in New Goal Settings (WINGS), the adult student organization, also holds its monthly meetings there.

Food is available in the snack bar in Cate Center or in Belk Dining Hall.

COMPUTER SERVICES

THE HARRIS BUILDING HOUSES THREE MICROCOMPUTER laboratories. The lab in Harris 102 contains 22 computers. The lab is used primarily for word processing and by beginning computer users. Harris 206 contains 12 computers used primarily by mathematics students. Harris

217B contains 8 computers used in upper level courses. Other smaller laboratories are located in several of the classroom buildings. Several dormitories have a few computers for word processing.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION OF THE Director of Health Services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians located off campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

— *Career Planning*

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A for-credit career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See page 50 for further details.

— *Personal Counseling*

Professional counselors are available to talk confiden-



tially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

— *Personal Growth and Counseling Center*

Located in Cate Center, the Personal Growth and Counseling Center is designed to help meet the needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are

encouraged to use the Center's collection of reading materials and tapes. The counseling staff is available for personal counseling at the request of the individual student. Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center.

— *Freshman Seminar*

All freshmen are required to attend Freshman Seminar at 10 a.m. each Monday during the fall semester. Sessions are designed to enhance the academic, social, and personal adjustment of the student to college life.



ACADEMICS:

PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUATE DEGREE programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A certification program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, elementary education, and music: the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office.

CHOICE OF CATALOGUE

A STUDENT MAY ELECT TO FOLLOW THE DEGREE REQUIREMENTS listed in any subsequent catalogue in force during her period of residence. A student who is approved for readmission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue.

DEGREE PROGRAMS

— *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

— *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on pages 44-45.

General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society

and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health and physical education.

I. Humanities and fine arts 27-30 credit hours

A. English composition 3-6 credit hours

Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).

B. Foreign language 6 credit hours

(Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)

C. Literature 6 credit hours

1. A 3-hour course in major British authors

2. *A 3-hour course in English, American, or world literature, or any literature course in a foreign language*

D. Religion 6 credit hours

1. Religion 100

2. *Any advanced 3 hour course in religion*

E. *Elective* 6 credit hours

Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre.

II. Social and behavioral sciences 12 credit hours

A. History of Western Civilization .. 3 credit hours

B. *Electives* 9 credit hours

Must include at least two of the following categories: economics; cultural geography; sociology and anthropology; politics; psychology. Additional choices may be from any of the social and behavioral sciences, including history.

III. Mathematics and natural sciences
..... minimum of 13 credit hours

A. One laboratory course chosen from biology, chemistry, or physics 4 credit hours

B. One course in mathematics 3 credit hours

C. *Electives* 6 credit hours

To be taken from two of the following: biology; chemistry; physical geography; physics; or mathematics.

IV. Health, physical education, and dance 4-6 credit hours

Include four hours of activity courses or three hours of activity courses and a course in health or first aid.

V. Capstone studies

One capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional capstone courses may be taken as pure electives.

NOTE: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 61-147. The maximum number of hours which may be required for graduation in any major is eighty-five (85). An Approved Preprofessional Practice Program is being developed in nutrition.

Bachelor of Arts

American Civilization	Mathematics
Art	Music
Biology	Political Studies
Chemistry	Psychology
Dance	Religion

Economics	Social Work
English	Sociology
French	Spanish
History	Speech Communication
International Studies	Theatre

Bachelor of Science

Biology	Health Science
Business Administration	Home Economics
Chemistry	Interior Design
Child Development	Mathematics
Clothing and Fashion	Mathematics/
Merchandising	Computer Science
Foods and Nutrition	Medical Technology

Bachelor of Music

Applied Music Music Education

Teacher education is described on pages 82-96.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible, normally approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. *Departmental*—Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.
2. *Interdisciplinary*—Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

— Minors

A student may choose to complete a minor area of concentration, but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

— Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 127-128.

— Requirements for a Second Baccalaureate Degree, Major or Minor

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY GIFTED and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses

meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

— *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses 7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options of biology, chemistry, and physics.

Honors Colloquia 6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where



disciplines intersect—to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field 6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum

requirements, subject to the department's approval of their relation to the major field

Honors Elective 6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

Honors Thesis or Equivalent Project 3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND HUMANITIES, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in

addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 40).

— *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. (For specific requirements, see pages 68-69.)

— *Nursing Transfer Curriculum*

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who would hold an associate degree or diploma in nursing enter Meredith through the re-entry

option provided by continuing education (see page 18). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. (For more information, see pages 11 and 55.)

— *Physician Assistant Program*

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. (For specific requirements, see pages 69-72.)

— *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an 18-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. (Concentration requirements are on page 97.)

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The

Criminal Justice Studies concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 110.

— *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, French, and Spanish; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in elementary education. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for certification by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA and specified minimum scores on the National Teachers' Exam, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, and SWK 405 Social Work in Public Schools. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program relevant to their program of study. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to meet the full cost of tuition, room and board, provided the award winners meet the program requirements. (For more information about the award, see pages 11 and 30.)

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH COMMUNITY are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

CONTINUING EDUCATION

CONTINUING EDUCATION AT MEREDITH PROVIDES ACCESS to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

— *Re-entry/Academic Credit Programs*

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 18) or through special admission as a re-

entry student (see page 19). Because the re-entry option involves pre-admission advising and an individually tailored preliminary program, even those eligible for regular admission generally follow this special procedure.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— *Enrichment Programs*

Courses in the Enrichment Program award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by businesses, agencies and institutions for certification and advancement purposes. Many enrichment courses also award Teacher Renewal Credits (TRCs) which can be used for teacher recertification in North Carolina. The Enrichment Program provides opportunities for community women, men and children to enrich their lives through a variety of programs offered each semester. Continuing Education programs are open to Meredith College students, faculty and staff on the same basis as the community at large. Academic credit is available for Meredith College students who participate in the Great Decisions Lecture Series each spring.

— *Certificate Programs*

Legal Assistants Program

In recent years, there has been a growing interest nationwide in the paralegal profession and the opportunities it offers for employment. Legal assistants, or paralegals, are persons with knowledge of legal concepts and procedures who aid attorneys in their work. While legal assistants cannot give legal advice to clients, represent clients in court, accept a case or set a fee, they can perform many responsible tasks delegated to them by attorneys.

The Legal Assistants Program is a professional certificate program, approved by the American Bar Association, for women who have already completed a bachelor's degree. Established in 1980, the Meredith Legal Assistants Program is the only paralegal program in North Carolina that is both post-baccalaureate and ABA-ap-

proved.

Employment opportunities for legal assistants are varied. While most work for private law firms, many find positions with banks, corporations, and government agencies. Responsibilities differ depending upon the kind of business or firm and its size and specialization. A significant number of legal assistants eventually attend law school. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many occupational settings.

Meredith's Legal Assistants Program is designed for either the full-time student or the part-time student who holds a full-time job. Students may choose from two-semester or three-semester evening schedules, or a 13-week intensive schedule of day and evening classes offered in the summer only.

The program is open to women who have earned a baccalaureate degree from an accredited college or university. No specific major is required. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field. All students complete a core curriculum which provides instruction in legal concepts, terminology and procedures; legal research and writing; the professional responsibilities of lawyers and legal assistants; and law office management. In addition, each student selects a specialty area of the law—either civil litigation, real estate, or corporate law—in which to concentrate.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics, and are recommended for students considering applying to law school (see page 113). Further information about the Legal Assistants Program is available from the Office of Continuing Education.

Cultural Resources Management

Continuing Education at Meredith offers an individualized, post-baccalaureate, program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and other cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships develop professional contacts in the field. Upon successful completion of the program, Meredith awards certification.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 61.)

— *Cooperative Education*

Cooperative education is a plan whereby a student integrates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, St. Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

— *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

— *International Studies*

Meredith Abroad in Zurich and London

Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

Meredith Abroad — Special Summer Opportunities

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. Art and history have regularly combined to offer students opportunities to study in a wide variety of venues, including Greece, Italy, Egypt, Turkey, and eastern Europe.

Recently the Department of Business sponsored a program in the United Kingdom; the Department of Educa-

tion, in New Zealand; and the Department of Music, in western Europe.

Junior Year in England

Meredith has exchange programs with two institutions of higher learning in Hull, England, a Raleigh Sister City. Meredith juniors can apply for study at Humberside College of Higher Education or at the University of Hull. Our exchange agreement with these institutions allows students to study in England at costs comparable to those at Meredith.

Semester in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

Art Program in Italy

Art students above the freshman level may apply for a summer of art study in Florence, Italy, for a full semester's credit.

People's Republic of China

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the director of international studies.

Semester in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

Japan

Meredith has an exchange agreement with Obirin University in Tokyo. Students interested in studying Japanese language and culture should contact the director of international studies.

— *Individual Participation in Programs of Other Institutions*

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions for study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

The Washington Center

Meredith students may elect to participate in an internship or an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any student who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice

President and Dean of the College.

— Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION CONSISTING OF three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

— *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program*. Special advisers are appointed to assist in preprofessional planning.

— *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

— *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (pages 43-44) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

— *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. *Since the student is finally responsible for fulfilling graduation requirements*, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the College.

— *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program held in May. *No exceptions are made.*

— *Graduate Record Examination*

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

— *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in

progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See page 56, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 16. Students in residence should apply directly to the department concerned or to the registrar.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her

program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at a regionally accredited four-year college.

A student who has a bachelor's degree from another institution and wishes to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physicians assistant program or medical technology program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University or at Duke Medical School, respectively.

— *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

— *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

— *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 133-134 for list of ensemble courses.)

— *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education or dance must be approved by the head of the Department of Health, Physical Education, and Dance and by the dean of the College or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER GRADE AS AN evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

— *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in com-

puting grade point averages.

- F Failure which may not be made up by re-examination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. A grade of WF is equivalent to an F for grade point averages and is NOT removed by a repeat WP in the course.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.

NOTE: Read thoroughly the WF statement immediately above.

- W The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Au The student completed a satisfactory audit.

— *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

- A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution require-

ments in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

- B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
6. Responsibility for compliance with all rules governing the P/F system rests with the student.

— Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

ACADEMIC RECOGNITION

— Classification

Each student is classified on the following basis:

<i>Classification</i>	<i>Semester Hours Credit</i>
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

— Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

— Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
 1. Meredith credits—all courses taken at Meredith.
 2. Total credits—all courses taken at any institution, including Meredith.
- B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

RECORDS

— Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLLEGE, ALL undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart*:

<i>Total Hours Attempted</i>	<i>Minimum Expected Meredith QPR</i>
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A readmitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice president and dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president and dean of the College to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

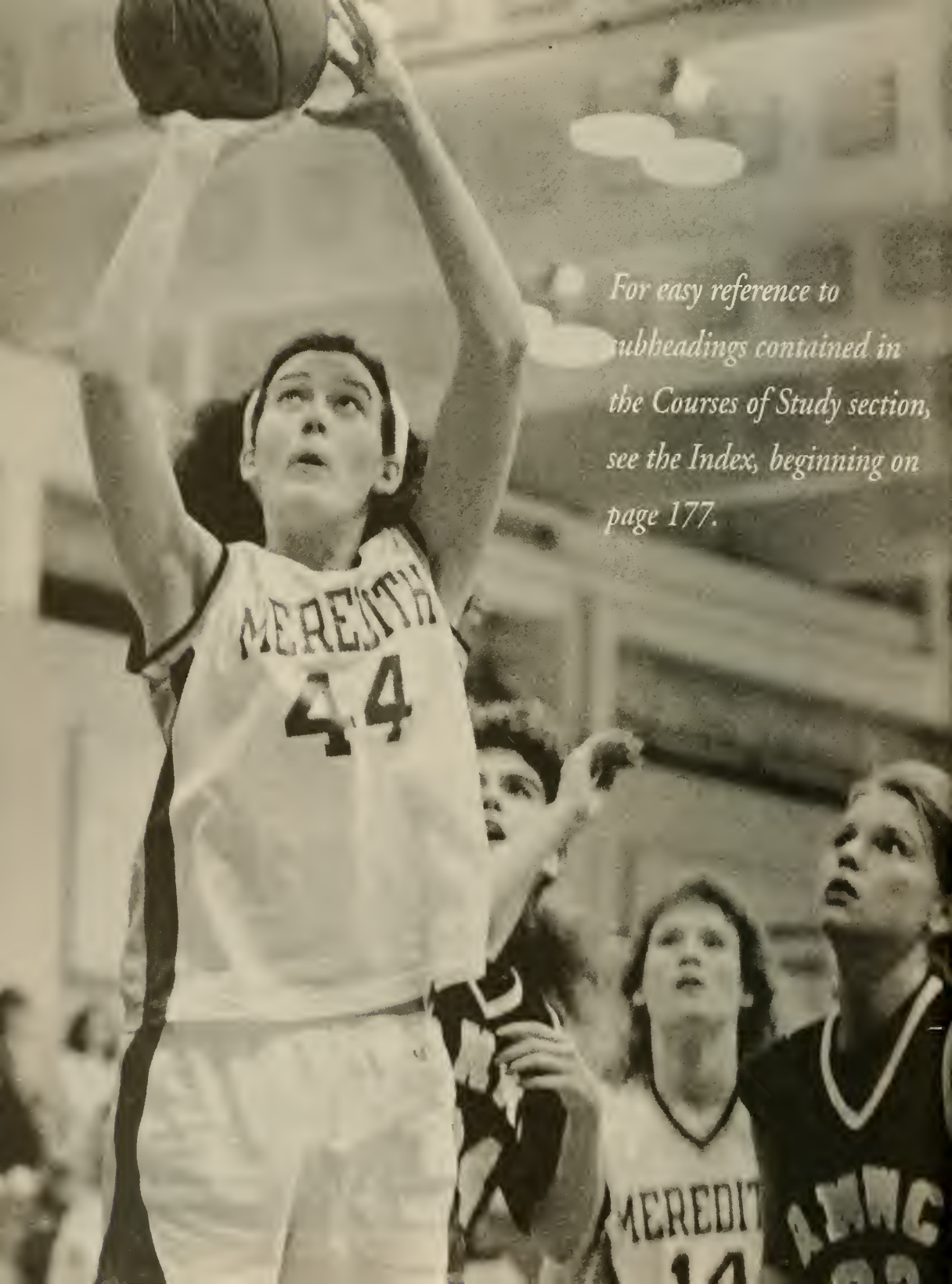
OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS EFFECTED FOR all traditional age students through the Office of the Dean of Students. For re-entry students, withdrawal is effected through the Office of Continuing Education. Students failing to make official withdrawal forfeit the right of honorable dismissal.

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.





*For easy reference to
subheadings contained in
the Courses of Study section,
see the Index, beginning on
page 177.*

COURSES OF STUDY

- Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN ALL DEPARTMENTS in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.

3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER OPPORTUNITIES for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention

to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

Spring

3 hours

CAPSTONE STUDIES

A CAPSTONE COURSE SERVES AS A CULMINATING EXPERIENCE TO the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A wholistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: ENG 111, 201; FL (6 hours); REL (3 hours); HIS 101 or 102 plus two social science courses; MAT (3 hours); Laboratory Science (4 hours); Humanities (3 hours). Open to seniors and second semester juniors (minimum 75 credit hours).

CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

3 hours

NOTE: Check current registration information for additional course offerings.

WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER COURSES which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

CAREER STUDIES

CPS 101 CAREER DECISION MAKING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through personal, interest, and skill assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Panels of faculty and community professionals will provide exposure to a variety of academic disciplines and occupations. Pass-fail grading only.

1 hour

CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities and career panels are used to introduce students to specific job strategies, and to the concepts of career development as a lifelong process. Pass-fail grading only.

1 hour

COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass-fail grading only.

1 to 4 hours

COE 403 COOPERATIVE EDUCATION

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only.

1 to 4 hours

ART

Professor Greene, Head; Associate Professors Bailey and Hashor; Assistant Professors Fitz-Simons and Short; Instructors Banker, Greenberg, and Robinson; Adjuncts Berry, Downey, Givvines, Kapsner, Reuer, Scherr, Springer, and Srba.

THE STUDENT WHO STUDIES ART AT MEREDITH LEARNS TO function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete a core curriculum of 20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 38 hours in art for the Bachelor of Arts degree. If the student wishes to pursue specialized development in a particular area of art, she is encouraged to add a concentration in studio art, art history, graphic design, or art education to her art major. Through Special Studies courses arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty.

Minors, consisting of 21 hours in art, are available in a variety of concentration areas. Information on requirements is available in the art department.

The student planning to seek entry into graduate school is urged to consult early with the art department head or appropriate faculty member to gain the best preparation for graduate study from her undergraduate program.

Art study abroad is available to students within their major programs. See the art department head for more information on special programs in foreign countries.

— Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I	3
ART 105 2-D Design	3
ART 106 Color Theory	3

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 493 Senior Seminar	2
ART 494 Senior Project	1
TOTAL Core Hours	20

— Requirements for a Major in Art with No Concentration

I. The Core Curriculum	20
II. Art History	6
ART 324 Topics in Modern Art History (3)	
ART History Elective (3)	
III. Studio	12
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Art Electives (6)	
TOTAL hours for the major	38

Studio Art

The Studio Art Concentration is designed for the students who intends to pursue the practice of visual art as a profession. The concentration provides adequate preparation for her entrance into graduate school or into many fields as a professional. The student should begin the concentration by the second semester of the sophomore year or the first semester of the junior year in order to avoid delays in graduation and provide time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum	20
II. Art History	6
ART 324 Topics in Modern Art History (3)	
Art History Elective (3)	
III. Studio Art Concentration	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
Studio Area Concentration (15)	
TOTAL hours for the major	47

Graphic Design

The Graphic Design Concentration consists of the core curriculum of 20 hours, 3 additional hours in

drawing, 19 hours in graphic design, and 9 additional hours of graphic design-related electives approved by the faculty adviser for a total of 51 hours. The student should begin this concentration the first semester of the sophomore year in order to be prepared to produce a portfolio without a delay in graduation.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum	20
II. ART 102 Drawing II	3
III. Graphic Design Concentration	28
Required Courses	19
ART 140 Introduction to Graphic Communications (3)	
ART 245 Typography and Layout (3)	
ART 247 Techniques of Illustration (3)	
ART 230 Photography I (3)	
ART 341 Processes and Production (3)	
ART 440 Advertising Design, ART 441 Advanced Illustration, or ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1)	
Related electives approved by faculty adviser	9

Suggested courses that may be taken to fulfill the elective requirement:

ART 301 Life Drawing (3)	
ART 440 Advertising Design (3)	
ART 441 Advanced Illustration (3)	
ART 442 Publication Design (3)	
ART 490 Professional Design Studio (1-2)	
(in addition to the required 1 credit hour)	
ART 930 Community Internship (2-4)	

Art History

The Art History Concentration requires 12 hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum	20
II. Studio Art	3
ART 107 Three Dimensional Design	
III. Art History	15
ART 324 Topics in Modern Art History (3)	
Art history courses beyond the core (12)	
IV. Electives approved by faculty adviser	9
TOTAL hours for the major	47

Art Education

The Art Education Certification Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to K-12 art certification in conjunction with the Department of Education.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum	20
II. Art History	6
ART 324 Topics in Modern Art (3)	
III. Studio	21
ART 102 Drawing II (3)	
ART 107 3-D Design (3)	
ART 210 Beginning Painting (3)	
ART 260 Ceramics (3)	
ART 265 Sculpture (3)	
ART 270 Fiber or Metal Crafts (3)	
ART 350 Printmaking (3)	
IV. Professional Education	32
ART 734 Elementary School Methods (3)	
ART 735 Middle School Methods (3)	
ART 736 High School Methods (3)	
EDU 232 Foundations (3)	
EDU 234 Ed Psych (3)	
EDU 441 Audio/Visual (1)	
PSY 210 Developmental PSY 310 (3)	
PSY 312 Exceptional (3)	
SOC 335 Ethnic Relations (3)	
EDU 439 Student Teaching (6)	
EDU 471 Reading (1)	
TOTAL hours for the major	79

— Curriculum

Art History

ART 220 INTRODUCTION TO NON-WESTERN ART

Selected works from various non-western societies, such as India, Japan, China, and Africa are studied within the context of their cultures and are compared to western art.

Fall 3 hours

ART 221 SURVEY OF WESTERN ART —
PREHISTORY-1250 A.D.

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.

Fall 3 hours

ART 222 SURVEY OF WESTERN ART HISTORY —
1250 A.D.-PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.

Spring 3 hours

ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

3 hours

ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Prerequisites: ART 221 or 222 or by permission.

Spring only 3 hours

Studio Art

(Studio fees are assessed for most studio courses.)

ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Art careers are discussed by professional artists and designers in their work spaces. (For freshman art majors only, or by permission.)

Fall only 2 hours

ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

3 hours

ART 102 DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I. Color is introduced through various media. Prerequisite: ART 101.

3 hours

ART 105 2-D DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

3 hours

ART 106 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 105. Six studio hours per week.

3 hours

ART 107 BASIC THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit.

3 hours

ART 210 BEGINNING PAINTING

An introduction to the basic techniques and media of oil painting. Visual composition will be explored through a traditional approach to painting. Prerequisite: ART 101, 105 and 106 or permission.

3 hours

ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual

production and experimental techniques. Individual contracts are devised for each student. Prerequisite: ART 210. May be repeated for credit.

3 hours

ART 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

3 hours

ART 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230, with an emphasis on experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be repeated for credit.

3 hours

ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including the zone system, color photography, portrait photography, photography for advertising, and photo journalism. Prerequisite: ART 230. May be repeated for credit.

3 hours

ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to prepare effectively simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

Fall only

3 hours

ART 245 TYPOGRAPHY AND LAYOUT

A study of the uses of typography and the composition of visual information for the designer. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication through the printed page. Prerequisites: ART 101, 105, and 140.

Spring

3 hours

ART 247 TECHNIQUES OF ILLUSTRATION

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243.

Fall and Spring

3 hours

ART 341 PROCESSES AND PRODUCTION

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 230, 245.

Fall

3 hours

ART 490 PROFESSIONAL DESIGN STUDIO

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit.

1 hour

ART 440 ADVERTISING DESIGN

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication and marker rendering. Prerequisite: ART 341.

Spring

3 hours

ART 441 ADVANCED ILLUSTRATION

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 247. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 247 and 341 or permission.

Spring

3 hours

ART 442 PUBLICATION DESIGN

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 341.

Fall

3 hours

ART 346 INTERIOR DESIGN

See HEC 346

3 hours

ART 447 ADVANCED COMMERCIAL DESIGN

See HEC 447

*3 hours***ART 448 ADVANCED RESIDENTIAL DESIGN**

See HEC 448

*3 hours***ART 350 PRINTMAKING I**

Emphasis on Intaglio and relief processes. Prerequisites: ART 101 and 102 or permission. Six studio hours per week.

*3 hours***ART 351 PRINTMAKING II**

Editions produced by incorporating Intaglio and/or relief multiplate techniques. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

*3 hours***ART 260 BEGINNING CERAMICS**

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course.

*3 hours***ART 361 ADVANCED CERAMICS**

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be repeated for credit.

*3 hours***ART 265 SCULPTURE**

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisites: ART 101 and 107.

*3 hours***ART 270 FIBER OR METAL CRAFTS**

Fiber crafts: an introduction to various fabric construction and embellishment techniques, including woven, non-woven, and surface design processes. Prerequisite: ART 105.

Metal crafts: an introduction to the design and production of jewelry. Techniques, such as cloisonne, enameling, fabrication, casting, and surface embellishment will be examined.

*3 hours***Art Education****ART 734 THEORY AND METHODS OF TEACHING ART****IN THE ELEMENTARY SCHOOL K-5 (for art majors)**

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

*3 hours***ART 735 THEORY AND METHODS OF TEACHING ART****IN THE MIDDLE SCHOOL 6-8 (for art majors)**

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

*3 hours***ART 736 THEORY AND METHODS OF TEACHING ART****IN THE HIGH SCHOOL**

A study of traditional and experimental methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. Attention to the development of programs which deal with both the non-artist and the future artist is a priority. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

*3 hours***ART 744 ART IN THE ELEMENTARY SCHOOL**

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream

class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100.

3 hours

Senior Requirements

ART 493 SENIOR SEMINAR

All art majors must register for this course in the first semester of the senior year. Students will begin research or studio work for their senior project and will serve as gallery assistants working in their particular concentration area. Seminar topics focus on the profession of art. Prerequisite: three years of art study.

2 hours

ART 494 SENIOR PROJECT

All senior art majors should register for this course in the last semester of the senior year. The student will produce an exhibition of her art work, prepare a professional design portfolio, or write a research paper on an art-related subject. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Prerequisite: ART 493.

1 hour

BIOLOGY AND HEALTH SCIENCES

Associate Professor Smith, Head; Visiting Professor Swab; Associate Professors Reid and Grimes; Assistant Professor Wolfinger.

THE DEPARTMENT OF BIOLOGY AND HEALTH SCIENCES meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

- to achieve a level of scientific literacy and analytical ability among students, which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong

academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

— Requirements for a Major

BACHELOR OF ARTS — Biology

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

Required courses:

- I. BIO 101, 141, 102, 142, 334, 344, and
One course from each of the following:
 - A. BIO 331 and 341 or 231
 - B. BIO 222 and 242 or 214 and 245
 - C. BIO 211 and 241, 311 and 346, or 234 and 244
 - D. BIO 321 and 345 or 322 and 342
- II. CHE 111, 141, 112, 142, 221, and 241
- III. MAT 211
- IV. Biology electives — 3 hours

BACHELOR OF SCIENCE — Biology

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

Required courses:

- I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
 - A. BIO 499 or special studies to total two hours
 - B. BIO 321 and 345* or 436 and 446
 - C. BIO 222 and 242 or 214 and 245
 - D. BIO 323 and 343 or 322 and 342
 - E. BIO 211 and 241, or 311 and 346, or 234 and 244
- II. CHE 111, 141, 112, 142, 221, and 241 and
One course from:
CHE 222 and 242 or 436 and 446**

* Students who choose Bio 321 and 345 may not choose 322 and 342.

** Bio 436 and 446 is the same course as CHE 436 and 446.

III. PHY 211, 241, 212, 242

IV. MAT 211 and

One course from:

MAT 212 or 245

V. Biology electives — 2 hours

BACHELOR OF SCIENCE — Medical Technology

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. (See General Education Requirements.)

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and

One course from each of the following:

A. BIO 322 and 342, or 321 and 345

B. BIO 222 and 242, or 214 and 245

II. CHE 111, 141, 112, 142, 221, and 241 and

One course from:

CHE 222 and 242, or 436 and 446

III. MAT 211 — The student must complete the medical technology program at Duke University Medical Center.

BACHELOR OF SCIENCE — Health Science

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, home economics, or psychology. A student must have completed 101 semester hours at Meredith before entering Bowman-Gray School of Medicine. She must also have completed a minimum of 500 hours of clinical experience through community internships, co-op programs, or as a volunteer. See General Education Requirements.

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342

II. Concentration of a minimum of 18 hours in one of the following areas:

CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211 and 212

HEC 124, 227, 428, 429 and electives to total 18 hours

PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

— Requirements for a Minor

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— Curriculum

BIO 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include biology at the cellular and subcellular levels, vertebrate physiology and anatomy, and biology of the flowering plants. Three lectures per week.

3 hours

BIO 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Dissection of a preserved frog is required: Corequisite or Prerequisite: BIO 101.

1 hour

BIO 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Prerequisites: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

3 hours

BIO 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Dissection of preserved invertebrate animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

BIO 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

Fall, even-numbered years 3 hours

BIO 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

BIO 214 PARASITOLOGY

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

Spring, odd-numbered years 3 hours

BIO 245 PARASITOLOGY LABORATORY

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

1 hour

BIO 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

Spring 2 hours

BIO 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture five species of invertebrates (one protozoan, one cnidarian, three insects). In addition, experience in using and constructing dichotomous keys will be given. Field trips are a possibility. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

BIO 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent.

Fall, odd-numbered years 3 hours

BIO 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week.

Spring 3 hours

BIO 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

BIO 301 THE SCIENTIFIC LITERATURE

See CHE 301.

1 hour

BIO 302 EXPERIMENTAL DESIGN

See CHE 302.

1 hour

BIO 311 HISTOLOGY

A survey of mammalian tissues and organs at the light and electron microscope level, and a comprehensive review of the general principles of microscopy and micro-

technique. A visual approach to the science is used. Prerequisites: BIO 101,141,102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

Spring, even-numbered years 3 hours

BIO 346 HISTOLOGY LABORATORY

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

1 hour

BIO 321 COMPARATIVE VERTEBRATE ANATOMY

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ-systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

Fall 2 hours

BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

Spring 3 hours

BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

BIO 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101,141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week.

Fall 3 hours

BIO 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week.

1 hour

BIO 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101,141,102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

Fall 3 hours

BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

1 hour

BIO 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical industrial food, and medical areas. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

Spring 3 hours

BIO 344 MICROBIOLOGY LABORATORY

A series of laboratory exercises designed to acquaint

students with the techniques used in studying microorganisms, including aseptic, staining, and culturing techniques. Students learn the application of these techniques in industrial, food, and medical areas. Students are required to isolate, characterize, and identify an organism from the environment. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

1 hour

BIO 400 RESEARCH

See CHE 400.

1 to 3 hours

BIO 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.

Fall, odd-numbered years

3 hours

BIO 441 EMBRYOLOGYLABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week.

1 hour

BIO 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

Spring

3 hours

BIO 446 BIOCHEMISTRYLABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week.

1 hour

BIO 499 SEMINAR

May be taken for credit both junior and senior years.

Offered for pass-fail grading only.

Spring

1 hour

SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher certification in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.

Spring

3 hours

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 61.

BUSINESS AND ECONOMICS

Irving H. Wainwright Professor of Business Spanton, Head; Professor Oatsvall; Associate Professors Ammann, Bledsoe, Chappell, Crew, Johnson, Spencer, and Wakeman; Assistant Professors Shuey and Wessels; Instructors Hanner, Lackey, and Lippard; Adjuncts Huggard, Johnston, Steele, and Stevenson.

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A MAJOR IN business administration and with concentrations in accounting, economics, management, and marketing; a B.A. degree with a major in economics; and the Master of Business Administration (MBA). Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration.

— Requirements for a B.S. Degree with a Major in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

Business Concentrations

The Accounting Concentration prepares candidates for the Certified Public Accountant (CPA) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, and 434 plus 12 additional hours selected from BUS 332, 435, 436, 437, 438, 454, 457, and 491, or other accounting courses, approved by the department head. In order to complete this concentration within four academic years, BUS 230 and 231 must be completed before the fall semester of the junior year.

The Economics Concentration affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and

business courses numbered 300 and above, or related courses, approved by the department head.

The Management Concentration provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses approved by the department head.

The Marketing Concentration permits students to focus on those content areas most likely to enhance access to entrylevel marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take BUS 332, 465, and 499 and 15 additional hours selected from BUS 448, 454, 466, 467, 468, 491, 494, ECO 311, or related courses approved by the department head.

Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, and marketing; these minors are available to complement majors in other departments only.

The Accounting Minor includes a core of BUS 230, 231, 334, 335, and any three electives chosen from BUS 332, 333, 434, 437, 438, or 454.

The Business Administration Minor includes a core of BUS 230, 346, ECO 210, 211, and any three electives chosen from BUS 231, 366, 448, 454, 490, ECO 310 and 311.

The Economics Minor includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 364, 434, 435, 455, 456, BUS 490, 491, 492, or 494.

The Finance Minor includes a core of BUS 230, 231, 490, 491, ECO 211, and 311, and one elective chosen from BUS 332, 333, 334, 335, 492, 494, ECO 210, 455, and 456.

The Management Minor includes a core of BUS 230, 346, 366, 446, 448, ECO 211, and one elective chosen from BUS 231, 384, 466, 468, ECO 210 or 364.

The Marketing Minor includes a core of BUS 230, 346, 366, 465, 468, ECO 211, and one elective chosen from BUS 231, 384, 454, 466, 467, ECO 210 or 311.

— *Requirements for B.A. Degree with a Major in Economics*

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 31 O, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— *Requirements for Master of Business Administration Degree*

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

— *Certification*

The department offers courses to prepare a student for the Basic Teaching Certificate in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher certification pursue a specified series of additional courses. Students seeking certification should consult the department head.

— *Curriculum*

Accounting

BUS 230 PRINCIPLES OF ACCOUNTING

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 hours

BUS 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis of financial reports and statements. Prerequisite: BUS 230.

3 hours

BUS 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision-making; interpretation of accounting data for planning

and controlling business activities. Prerequisite: BUS 231.

3 hours

BUS 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: BUS 231 and 332 or 334.

Spring

3 hours

BUS 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations; and investments. Prerequisite: BUS 231 with a C or better grade or with instructor's permission.

Fall

3 hours

BUS 335 INTERMEDIATE ACCOUNTING II

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholders' equity; long-term liabilities; special sales methods; accounting changes; pensions; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334 with a C or better grade.

Spring

3 hours

BUS 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231.

Fall

3 hours

BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434.

Spring

3 hours

BUS 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements concerning the following: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, pensions, and statement of cash flows; discussion of new and pending

pronouncements by the Financial Accounting Standards Board. Prerequisite: BUS 335.

Fall 3 hours

BUS 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: BUS 335.

Fall 3 hours

BUS 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335.

Spring 3 hours

Economics

ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

Fall 3 hours

ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

3 hours

ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, odd-numbered years (if sufficient demand)

3 hours

ECO 335 GENDER AND THE ECONOMY

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

Fall, odd-numbered years

3 hours

ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211.

Fall, even-numbered years

3 hours

ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for business and economics. Also offered as HEC 374.

3 hours

ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

Fall

3 hours

ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211.

Spring, even-numbered years (if sufficient demand)

3 hours

ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

Spring *3 hours*

ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

Spring, even numbered years *3 hours*

Finance**BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. prerequisites: ECO 211, BUS 231, and MAT 245.

3 hours

BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

Spring *3 hours*

BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

Fall *3 hours*

Marketing**BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

BUS 465 MARKETING RESEARCH

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. prerequisites: BUS 366 and MAT 245 or equivalent.

Fall *3 hours*

BUS 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

3 hours

BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 hours

BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

Management**BUS 110 FUNDAMENTALS OF BUSINESS**

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department.

3 hours

BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of

management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade among nations, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

Spring

3 hours

BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 hours

BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: junior standing; BUS 346.

3 hours

BUS 454 BUSINESS LAW

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society.

Fall

3 hours

BUS 457 ADVANCED BUSINESS LAW

A study of the main principles of law affecting the conduct of trade and industry; this includes an intense examination of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) as well as the study of business corporations and partnerships. Prerequisite: BUS 454 or permission of instructor.

Spring

3 hours

BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

Spring, even-numbered years (if sufficient demand)

3 hours

BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations. Prerequisites: BUS 346, 332, and senior standing.

3 hours

Other

BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

Fall

3 hours

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 61.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, Head; Associate Professor Lewis; Assistant Professors Birkin and Hassetz; Adjunct Preston.

THE DEPARTMENT OF CHEMISTRY AND PHYSICAL SCIENCE attempts to prepare students for a variety of goals in life. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills, the knowledge and skills which will be important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

The requirements for minors in chemistry, chemical physics, and geography are available in the departmental office.

For students majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

— Requirements for a Major

CORE CURRICULUM

1. CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
2. PHY 211, 212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 hours in mathematics numbered 200 or above

BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— Curriculum

Chemistry

CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

Fall

3 hours

CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

Fall

1 hour

CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 110.

Spring

3 hours

CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochem-

istry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111,141.

3 hours

CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

Spring

1 hour

CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

Fall

3 hours

CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

Fall

1 hour

CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

Spring

3 hours

CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

Spring

1 hour

CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, and experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week.

Spring, even-numbered years

4 hours

CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fail, even-numbered years

3 hours

CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Spring, odd-numbered years

3 hours

CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration.

Spring, odd-numbered years

1 hour

CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

1 hour

CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

Fail, odd-numbered years

3 hours

CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

Physics

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

Spring, even-numbered years 3 hours

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT-211. Corequisite: PHY 241.

Fall 3 hours

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

Fall 1 hour

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

Spring 3 hours

PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

Spring 1 hour

PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

Spring, odd-numbered years 3 hours

Geography

GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week.

4 hours

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and econom-

ics. Also includes discussions on political ties, and position in world trade.

3 hours

GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

1 hour

GEO 236 CONSERVATION OF NATURAL RESOURCES

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems. Seminar format.

3 hours

GEO 302 ECONOMIC GEOGRAPHY

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.

3 hours

GEO 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

3 hours

SCI 764 THE TEACHING OF SCIENCE

For teacher certification in science (6-9) or biology (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

3 hours

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the dept. head and arrange for it through the special studies options listed on page 61.

EDUCATION

Associate Professor Clay, Head; Professor Johnson; Associate Professor Kratzer; Assistant Professors Parker, Southworth and Weir; Instructor Clary; Visiting Lecturer Heathcoat. Adjuncts Joyner, Midgett, and Willoughby.

— Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and Cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement and teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

— Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate. The Master of Education Degree in elementary education leads to the N.C. graduate certificate in elementary education.

— Education Programs

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, French, Spanish, dance, and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

- I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
 - A. Students who plan to teach
 1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
 - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
 - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K12) teachers, or occupational education teachers declare a major compatible with the subject area in which they want to be certified.
 2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

NOTE: An applicant's overall grade point average must be 2.5 or above for admission to the program.

4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee.
- B. Students who plan to become school social workers
1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
 2. The registrar will send a copy of the Declaration of Major form to the education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the

chairman of the Teacher Education Committee.

- II. Nondegree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
 - A. All nondegree students seeking initial North Carolina education certification or an additional North Carolina education certificate should contact the head of the Department of Education.
 - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific certification areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

— Requirements for All Certificates and Endorsements

All college requirements for graduation must be met by each student seeking a N.C. teaching certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary certification areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

— Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina certificate to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements

A. The general education requirements of the College

B. Within the general education requirements of the College, the following specific requirements:

Language arts 9

English composition and grammar:

ENG 111, Principles of Writing (3)

English Literature—ENG 201, Major British Writers (3)

American Literature—ENG 206, Survey of American Literature (3)

Social studies 9

HIS 101, The Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 214, American History to 1876, or

HIS 314, Colonial American History (3)

SOC 335, American Ethnic Relations (3)

SOC 230 or 260 are strongly recommended as prerequisites.

Psychology 6

PSY 210 Developmental Psychology (3)

(Prerequisite: EDU 234 or PSY 100), or

PSY 310 Child and Adolescent Psychology

PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY100)

Natural science 8

BIO 101, General Biology I (3)

BIO 141, General Biology I Laboratory (1)

GEO 204, Elements of Physical Geography (4)

Mathematics 6

MAT 150, Fundamental Concepts of Math (3), and

MAT 110, Elementary Function, or

MAT 120, Finite Mathematics, or Any calculus course (3 or 4)

Cultural arts 3

IDS 100, Appreciation of Fine Arts (3), or

ART 221 or 222 and MUS 214

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education

A. The NTE core battery tests, Communication Skills and General Knowledge, must be taken at the end of the sophomore year.

B. To be formally admitted to the Teacher

Education Program, the student must make a minimum score of 646 on the Communication Skills and a minimum score of 645 on the General Knowledge.

1. The tests may be taken more than once.

2. No more than one-half of the total professional studies program, exclusive of student teaching, can be taken until formal admission requirements have been satisfied.

III. Major Study Program Requirements in an Area Other than Education

IV. Professional Education Requirements for Elementary Education (K-6) Students (36 sem. hrs.)

A. Professional Education, General 9

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 340, Teaching in the Elementary School (3)

B. Professional Education, Methods 21

Prior to the BLOCK semester (last semester of the teacher education program):

EDU 344, Communication Skills in the Elementary School (3)

ART 744, Art in the Elementary School (2) (Prerequisite: IDS 100 or ART 120)

HED 744, Health Education in the Elementary School (2)

MUS 744, Music in the Elementary School (2) (Prerequisite: IDS 100 or MUS 214)

PED 744, Physical Education in the Elementary School (2)

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 455, Literature in the Elementary School (2)

EDU 456, Mathematics in the Elementary School (2)

EDU 457, Science in the Elementary School (2)

EDU 458, Social Studies in the Elementary School (2)

C. Professional Education, Practicum 6

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

D. Recommendations

1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
2. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Elementary Education (K-6)

- A. The NTE Core Battery Test, Professional, Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, or Code 01, Education in the Elementary School, must be taken during or after the last semester of the student's teacher preparation program.
- B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-6) the student must make a minimum score of 646 on the NTE CB Test III and a minimum score on the Specialty Area Test. An endorsement in French or Spanish may be added to the K-6 certificate. Contact the Department of Education or the Department of Foreign Language for details.

— *Middle Grades Teacher Education (Grades 6-9) Program*

Students who expect to obtain an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

- A. The general education requirements of the College
- B. Within the general education requirements of the College, the following specific requirements:

Language arts	9
English Composition and Grammar:	
ENG 111, Principles of Writing (3)	
<i>English Literature</i> —ENG 201, Major British Writers (3)	
<i>American Literature</i> —ENG 206, Survey of	

American Literature (3)

Social studies 9

HIS 101, The Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 215, American History Since 1876 (3)

SOC 335, American Ethnic Relations (3)

SOC 230 or SOC 260 are strongly recommended as prerequisites.

Psychology 3

PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

Natural science 8

BIO 101, General Biology I (3)

BIO 141, General Biology I Laboratory (1)

GEO 204, Elements of Physical Geography (4)

Mathematics 3

MAT 110, MAT 120, or MAT 211

Cultural arts 3

IDS 100, Appreciation of Fine Arts (3), or ART 221, or 222 and MUS 214

Health and Physical Education 2

HED 100, Contemporary Health Issues (2)

II. National Teacher Education (NTE) Requirements for Admission to Teacher Education.

(Requirements are listed on this page above.)

III. Major Study Program Requirements in an Area Other than Education

- IV. A concentration in communication skills, mathematics, science, or social studies. Middle grades education (6-9) teachers are encouraged to have a second concentration.

V. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)

A. Professional Education, General 9

Prior to the BLOCK semester (last semester of the teacher education program):

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 350, Teaching in the Middle School (3)

B. Professional Education, Methods 3

Prior to, or in, the BLOCK semester (last semester of the teacher education program):

Methods 764 as appropriate to the required

concentration (3)

In the BLOCK semester (last semester of the teacher education program):

EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 471, Reading in the Content Areas (1-3)

C. Professional Education, Practicum.....6

In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

D. Recommendations

1. It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE.

2. Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

VI. National Teacher Education (NTE) Requirements for North Carolina Initial certification in Middle Grades Education (6-9)

A. The NTE Core Battery Test, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

B. To be eligible for the North Carolina Initial Certificate in Middle Grades Education (6-9), the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

VII. Program Requirements for Middle Grades Teacher Education (6-9)

A. Communication Skills (6-9)

1. The general education program requirements of the College

2. The specific requirements within the general education program

3. Major study program in an area other than education

4. Concentration in

Communication Skills 25

ENG 111, Principles of Writing (3)

ENG 201, Major British Authors (3)

ENG 206, Survey of American Literature (3)

ENG 175, Grammar (1)

ENG Literature elective (3)

ENG 358, Advanced Composition: Expository and Technical (3)

ENG 240 Introduction to Films (3)

EDU 471, Reading in the Content Areas (3)

SPE 225, Fundamentals of Speech (3)

5. Subject matter methods, ENG 764, The Teaching of English

B. Mathematics (6-9)

1. The general education program requirements of the College

2. The specific requirements within the general education program

3. Major study program in an area other than education

4. A concentration in mathematics 19

MAT 110, Elementary Functions (3)

MAT 211, Calculus I (4)

MAT 220, Linear Algebra, or MAT 212, Calculus II (3)

MAT 250, introduction to Mathematical Reasoning (2)

MAT 245, Statistics (3)

MAT 334, Modern College Geometry (3)

MAT 910, Topics in Mathematics for Middle Grades (6-9)

Certification (1)

5. Computer Science 3

CSC 111, Computers and Their Uses, or CSC 201, Computer Science I with Pascal (3)

6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics

D. Science (6-9)

1. The general education requirements of the college

2. The specific requirements within the general education program

3. A major study program in an area other than education

4. A concentration in science 19

- BIO 101, General Biology I (3)
- BIO 141, General Biology I Lab (1)
- BIO 102, General Biology II (3)
- BIO 142, General Biology II Lab (1)
- CHE 111, General Chemistry I (3)
- CHE 141, General Chemistry I Lab (1)
- PHY 204, Principles of Physics (3)
- GEO 204, Elements of Physical Geography (4)
- 5. Subject matter methods, SC1764, The Teaching of Science
- E. Social Studies (6-9)
 - 1. The general education requirements of the College
 - 2. The specific requirements within the general education program
 - 3. A major study program in an area other than education
 - 4. A concentration in social studies 21
 - HIS 101, Emergence of Western Civilization, or
 - HIS 102, Modern Western Civilization (3)
 - HIS 215, American History Since 1876 (3)
 - HIS 224, Introduction to Non-Western Civilization (3)
 - HIS 520, North Carolina History (3)
 - EGO 210, Principles of Economics (3), or
 - EGO 374, Consumer Economics (3)
 - GEO 205, World Regional Geography (3)
 - POL 100, American Political Systems, or
 - POL 200, Parties and Pressure Groups (3)
 - 5. Subject matter methods, HIS 764, The Teaching of Social Studies
 - 6. In addition to the above, the following courses are strongly recommended:
 - HIS 306, The Soviet Union in the 20th Century
 - GEO 368, Political Geography

— *Secondary Teacher Education (Grades 9-12) Programs*

Students who expect to obtain an initial N.C. certificate to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation including

- A. General education requirements to include
 - PSY 312, Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
 - SOC 335, American Ethnic Relations (3)
- B. The major study requirements
- II. Additional specialty study requirements for area of certification
- III. Professional Education, General:
 - A. EDU 232, Foundations of American Education 3
 - B. EDU 234, Educational Psychology 3
 - C. METHODS 764 3
 - D. The BLOCK Courses
 - EDU 438, Field Experiences: Middle Grades and Secondary 1
 - EDU 439, Observation and Directed Teaching (9-12) 6
 - EDU 441, Introduction to Audio/Visual Materials 1
 - EDU 466, Preadolescent and Adolescent Behavior 3
 - EDU 467, The Secondary School 3
 - EDU 471, Reading in the Content Areas 1-3
- IV. National Teacher Education (NTE) Requirements for Admission to Teacher Education. See page 84.
 - A. Biology Certification
 - Bachelor of Arts, Biology* 30
 - BIO 101, General Biology I (3)
 - BIO 141, General Biology I Lab (1)
 - BIO 102, General Biology II (3)
 - BIO 142, General Biology II Lab (1)
 - BIO 334, Microbiology (3)
 - BIO 344, Microbiology Lab (1)
 - One course from each of the following:
 - BIO 331, Genetics (3), and
 - BIO 341, Genetics Lab (1), or
 - BIO 231, Human Genetics (3)
 - BIO 222, Invertebrate Zoology (2), and
 - BIO 242, Invertebrate Zoology Lab (2), or
 - BIO 214, Parasitology (3), and
 - BIO 245, Parasitology Lab (1)

BIO 211, Advanced Plant Science (3), and
 BIO 241, Advanced Plant Science Lab (1),
 or
 BIO 311, Histology (3), and
 BIO 346, Histology Lab (1), or
 BIO 234, Principles of Ecology (3), and
 BIO 244, Principles of Ecology Lab (1)
 BIO 321, Comparative Anatomy (2), and
 BIO 345, Comparative Anatomy Lab (2), or
 BIO 322, Human Anatomy and Physiology
 (3), and
 BIO 342, Human Anatomy, and Physiology
 Lab (1)

Plus elective biology hours to total 30

Chemistry 12

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab (1)
 CHE 112, General Chemistry II (3)
 CHE 142, General Chemistry II Lab (1)
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab (1)

Mathematics 4

MAT 211, Calculus I (4)

Bachelor of Science, Biology 36

BIO 101, General Biology I (3)
 BIO 141, General Biology I Lab (1)
 BIO 102, General Biology II (3)
 BIO 142, General Biology II Lab (1)
 BIO 331, Genetics (3)
 BIO 341, Genetics Lab (1)
 BIO 334, Microbiology (3)
 BIO 344, Microbiology Lab (1)

One course from each of the following:

BIO 499, Seminar (2), or
 Special Studies (2)

BIO 321, Comparative Anatomy (2), and
 BIO 345, Comparative Anatomy Lab (2), or
 BIO 436, Biochemistry (3), and
 BIO 446, Biochemistry Lab (1)

BIO 222, Invertebrate Zoology (2), and
 BIO 242, Invertebrate Zoology (1), or
 BIO 214, Parasitology (3), and
 BIO 245, Parasitology Lab (1)

BIO 323, Vertebrate Physiology (3), and
 BIO 343, Vertebrate Physiology Lab (1), or
 BIO 322, Human Anatomy and Physiology
 (3), and
 BIO 342, Human Anatomy and Physiology
 Lab (1)

BIO 211, Advanced Plant Biology (3), and
 BIO 241, Advanced Plant Biology Lab (1), or
 BIO 311, Histology (3), and
 BIO 346, Histology Lab (1), or
 BIO 234, Principles of Ecology (3), and
 BIO 244, Principles of Ecology Lab (1)

Plus elective biology hours to total 36

Students who choose BIO 321 and 345 may
 not choose BIO 322 and 342.

Chemistry 16

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab (1)
 CHE 112, General Chemistry II (3)
 CHE 142, General Chemistry II Lab
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab
 CHE 222, Organic Chemistry II (3)
 CHE 242, Organic Chemistry II Lab (1)

Physics 8

PHY 211, General Physics I (3)
 PHY 241, General Physics I Lab (1)
 PHY 212, General Physics II (3)
 PHY 242, General Physics II Lab

Mathematics 7

MAT 211, Calculus I (4)
 MAT 212, Calculus II (3), or
 MAT 245, Statistics (3)

D. Chemistry Certification

Bachelor of Science, Chemistry 36

CHE 111, General Chemistry I (3)
 CHE 141, General Chemistry I Lab (1)
 CHE 112, General Chemistry II (3)
 CHE 142, General Chemistry II Lab (1)
 CHE 221, Organic Chemistry I (3)
 CHE 241, Organic Chemistry I Lab (1)
 CHE 222, Organic Chemistry II (3)
 CHE 242, Organic Chemistry II Lab (1)
 CHE 350, Quantitative Analytical Chemistry
 (4)
 CHE 400, Research (1)

CHE 420, Chemical Thermodynamics and Kinetics (3)

CHE 430, Atomic and Molecular Structure (3)

CHE 499, Chemistry Seminar (1)

CHE Electives (8)

Mathematics 13

MAT 211, Calculus I (4)

MAT 212, Calculus II (3)

MAT 220, Linear Algebra (3)

MAT 354, Differential Equations (3)

Physics 8

PHY 211, General Physics I (3)

PHY 241, General Physics I Lab (1)

PHY 212, General Physics II (3)

PHY 242, General Physics II Lab (1)

Biology 3

BIO 101, General Biology I (3)

Bachelor of Arts, Chemistry 30

CHE 111, General Chemistry I (3)

CHE 141, General Chemistry I Lab

CHE 112, General Chemistry II (3)

CHE 142, General Chemistry II Lab (1)

CHE 221, Organic Chemistry I (3)

CHE 241, Organic Chemistry I Lab

CHE 222, Organic Chemistry II (3)

CHE 242, Organic Chemistry II Lab (1)

CHE 350, Quantitative Analytical Chemistry (4)

CHE 499, Seminar (1)

Chemistry Electives (8)

Mathematics 7

MAT 211, Calculus I (4)

MAT 212, Calculus II (3)

Physics 8

PHY 211, General Physics I (3)

PHY 241, General Physics I Lab (1)

PHY 212, General Physics II (3)

PHY 242, General Physics II Lab

C. English Certification

English 39

ENG 111, principles of Writing (3)

ENG 175, Grammar (1)

ENG 201, Major British Authors (3)

ENG 202, Development of English Literature (3)

ENG 206, Survey of American Literature (3)

ENG 240, Introduction to Film (3)

ENG 275, Techniques of Literary Research (1)

ENG 351, Old English (3)

ENG 352, Chaucer (3)

ENG 358, Advanced Composition (3)

ENG 375, Research Project (1)

In addition, prospective teachers must take:

One seminar (ENG 357, 359, or 498)

One course in Shakespeare (ENG 355 or 356)

One course in 18th or 19th century (ENG 340, 365, 367, or 368)

One course in 20th century (ENG 345, 364, or 370)

Prospective teachers are strongly urged to take one course in speech or theatre.

D. Mathematics Certification

Mathematics 33

MAT 110, Elementary Functions (3)

MAT 211, Calculus I (4)

MAT 212, Calculus II (3)

MAT 220, Linear Algebra (3)

MAT 245, Statistics (3)

MAT 250, An Introduction to Mathematical Reasoning (2)

MAT 313, Calculus III (3)

MAT 321, Modern Abstract Algebra (3)

MAT 334, Modern College Geometry (3)

MAT 340, Mathematical Probability and Statistics (3)

From the following courses, prospective teachers must take 3 hours:

CSC 111, Computers and Their Uses (3)

CSC 201, Computer Science I with Pascal (3)

E. Social Studies Certification

History Knowledge 21

Required for all history majors and strongly recommended for students majoring in other social science disciplines

HIS 101, The Emergence of Western Civilization, or

HIS 102, Modern Western Civilization (3)

HIS 200, Introduction to Latin American History, or

HIS 224, Introduction to Non-Western Civilization (3)

HIS 214, American History to 1876, or

HIS 215, American History Since 1876 (3)

History Electives:

- HIS 302, English History Since 1066 (3)
- HIS 304, Ancient History (3)
- HIS 306, Soviet Union in the Twentieth Century (3)
- HIS 308, Contemporary Europe Since 1945 (3)
- HIS 310, Modern China (3)
- HIS 313, Victorian America (3)
- HIS 314, Colonial American History (3)
- HIS 319, Contemporary American History Since 1945 (3)
- HIS 325, Asian Civilization (3)
- HIS 330, U.S. and World History (3)
- HIS 333, History of the South (3)
- HIS 520, History of North Carolina (3)

Social Science Knowledge 21

From three different disciplines, students are required to select three courses from the recommended courses below:

Recommended Courses:

- ECO 210, Macroeconomic Principles (3), or
- ECO 374, Consumer Economics (3)
- GEO 368, Political Geography (3)
- POL 100, American Political System (3)
- SOC 230, Principles of Sociology (3), or
- SOC 335, American Ethnic Relations (3)
- Social Science Electives:
- ECO 211, Microeconomic Principles (3)
- GEO 205, World Regional Geography (3)
- GEO 302, Economic Geography (3)
- POL 303, Contemporary American Politics, or
- POL 200, Parties and Pressure Groups (3)
- SOC 260, Cultural Anthropology (3)
- SOC 231, Social Problems (3)
- Or electives from anthropology, economics, human geography, politics, or sociology.

— Occupational Teacher Education Programs

Students who expect to obtain an initial N.C. certificate to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation, including:

- A. General education requirements to include
 - PSY 312, Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
 - SOC 335, American Ethnic Relations (3)
- B. The major study requirements
- II. Minimum semester hours in the occupational education certification subject areas:
 - A. Business and Office courses, semester hours 39
 - B. Home Economics courses, semester hours 48
- III. Minimum semester hours in professional education and related courses:
 - A. EDU 232, Foundations of American Education 3
 - B. EDU 234, Educational Psychology 3
 - C. METHODS 764 3
 - D. The BLOCK Courses
 - EDU 438, Field Experiences:
 - Middle Grades and Secondary 1
 - EDU 439, Observation and Directed Teaching (9-12) 6
 - EDU 441, Introduction to Audio/Visual Materials 1
 - EDU 466, Preadolescent and Adolescent Behavior 3
 - EDU 467, The Secondary School 3
 - EDU 471, Reading in the Content Areas 1-3
- IV. National Teacher Education (NTE) Requirements for Admission to Teacher Education. *See page 84.*
 - A. Business and Office Education
 - 1. Basic Business Certification 57

These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for certification.
 - Core
 - ECO 210, Principles—Macro (3)
 - ECO 211, Principles—Micro (3)
 - BUS 230, Accounting Principles I (3)
 - BUS 231, Accounting Principles II (3)
 - BUS 346, Management Principles (3)
 - BUS 366, Marketing Principles (3)
 - BUS 490, Corporate Finance (3)
 - MAT 245, Basic Statistics (or equivalent) (3)

Concentration

- BUS 332, Managerial Accounting (3)
- BUS 499, Business Policy (3)
- BUS 384, Business Communication and Reports (3)
- BUS 454, Business Law (3)
- BUS 480, Business Internship (3)

Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)

Requirements not counted in major

- Typewriter keyboard proficiency
- ECO 374, Consumer Economics (3)
- CSC 111, Computers and Their Uses (1)
- CSC 211, Cobol Programming (3)

3. Professional Education 13
Refer to page 87.

B. Home Economics Education

1. General education program requirements to include:

- PSY 312, Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

SOC 335, American Ethnic Relations (3)

2. A major study program in Home Economics
Child Development and Family

Relationships 12

- PSY 312, Psychology of Exceptional Individuals (3)

HEC 234, Preschool Child (3)

HEC 335, Marriage and Family Relationships (3)

HEC 436, Preschool Administration (3)

Clothing and Fashion Merchandising 6

- HEC 115, Beginning Clothing Construction (3)

HEC 418, Textiles (3)

Foods and Nutrition 12

- HEC 124, Introductory Foods and Cookery (3)

HEC 326, Meal Management (2)

HEC 227, Nutrition (3)

HEC 327, Institutional Foods (3)

HEC 328, Food Service Equipment (1)

Interior Design and Housing 6

HEC 245, Housing (3)

HEC 246, Home Furnishings Materials (3)

Consumer Resource Management 9

HEC 355, Home Management Resources

(3)

HEC 455, Home Management Residence

(3)

ECO 374, Consumer Economics (3)

Senior Seminar 1

Additional Hours 6

Students must select six additional hours of Home Economics for depth in an area. They are strongly urged to pursue a concentration in one of the occupational areas.

— School Social Worker Program

Students may wish to earn the N.C. school social worker certificate. Program requirements for School Social Work personnel follow:

1. General education program requirements to include:

- PSY 312, Psychology of Exceptional Individuals (3) (Prerequisites: EDU 234 or PSY 100)

SOC 335, American Ethnic Relations (3)

2. Specific requirements for Social Work major
Specified Liberal Arts Courses 19
(May also count toward general education requirements)

BIO 101, General Biology I (3)

SOC 230, Principles of Sociology (3)

PSY 100, General Psychology (3)

PSY 212, Psychology of Sex Roles (3)

POL 100, American Political System (3)

SOC 374, Social Research (3)

SOC 375, Social Research Lab (1)

Social Work Courses 34

SWK 240, Social Work as a Profession (3)

SWK 301, The American Social Welfare System (3)

SWK 302, Social Policy Analysis (3)

SWK 307, Human Behavior for Social Work Practice I

SWK 308, Human Behavior for Social Work Practice II

SWK 304, Social Work Practice I (3)

SWK 401, Social Work Practice II (3)

SWK 402, Social Work Field Experience (in a public school setting) (10)

- SWK 403, Field Instruction Seminar (2)
3. Professional Education 9
- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- SWK 405, Social Work in Public Schools (3)
4. National Teacher Education (NTE) Requirements for Admission to Teacher Education. See page 84.

— *Special Subject Area*
Teacher Education (Grades K-12) Programs

- I. Art (K-12)
- A. All college requirements for graduation.
- B. Minimum semester hours in teaching field for grades K-12.
- Art courses, semester hours 34-37
- C. General education program requirements
- Humanities and Fine Arts 27-30
- English Composition (3-6)
- Foreign Language (6)
- Literature (6)
- A three-hour course in major British authors, and
- A three-hour course in English, American, or world literature, or
- Any literature course in a foreign language
- Religion (6)
- A six-hour introduction to the Old and New Testaments, or
- A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion
- Fine Arts (6)
- Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre
- Social and Behavioral Sciences 12
- HIS 101, The Emergence of Western Civilization (3), or
- HIS 102, Modern Western Civilization
- PSY 210, Developmental Psychology, or
- PSY 310, Child and Adolescent Development (3)
- PSY 312, The Psychology of Exceptional Individuals (3)
- SOC 335, American Ethnic Relations (3)
- Mathematics and Natural Sciences 13

- One laboratory course chosen from biology, chemistry, or physics (4)
- One course in mathematics (3)
- Electives (6)
- Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics
- Health and Physical Education 4-5
- Must include four activity courses, or
- Three activity courses and a two-hour course in health or first aid
- D. The Core Curriculum 24
- ART 100, Theory and Practice of Visual Arts (Fr. only) (2)
- ART 101, Drawing I (3)
- ART 105, 2-D Design (3)
- ART 106, Color Theory (3)
- ART 221, Art History Survey I (3)
- ART 222, Art History Survey II (3)
- ART 493, Senior Seminar (2)
- ART 494, Senior Project (1)
- E. Other Required Art Courses 18
- ART 102, Drawing II (3)
- ART 107, Three-Dimensional (3)
- ART 210, Beginning Painting (3)
- ART 260, Ceramics (3)
- ART 265, Sculpture (3)
- ART 270, Fiber Crafts or Metal Crafts (3)
- ART 324, Topics in Modern Art History (3)
- ART 350 or ART 351, Printmaking (3)
- F. Professional Education Courses 23
- ART 734, Theory and Methods of Teaching Art K-5 (3)
- ART 735, Theory and Methods of Teaching Art 6-8 (3)
- ART 736, Theory and Methods of Teaching Art 9-12 (3)
- EDU 232, Foundations of American Education (3)
- EDU 234, Educational Psychology (3)
- EDU 441, Introduction to Audio/Visual Materials (1)
- EDU 439, Observation and Directed Teaching (6)
- EDU 471, Reading in the Content Area (1)
- G. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs

(K-12)

1. The NTE Core Battery Test, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
2. The minimum required score on the NTE Specialty Area Test in the student's area of concentration.

II. Dance (K-12)

A. All College requirements for graduation.

1. General Education requirements to include:
PSY 210 or 310, Developmental Psychology (3)
PSY 312, Psychology of Exceptional Individuals (3)
SOC 335, American Ethnic Relations (3)

2. Major study requirements

B. Dance Certification Requirements (K-12) ...73

Science Core 8

BIO 322/342, Human Anatomy and Physiology (4)

HED 282, Prevention and Care of Movement Injuries (1)

PED 482, Kinesiology (3)

Dance Technique 10

DAN 253/353*, Modern II and/or III (1)

DAN 251/351, Ballet II and/or III (2)

DAN 254/354, Jazz II and/or III (1)

DAN 152, Folk and Square (1)

Electives, Level 11 or above (2)

Dance Theory 22

IDS 100*, Appreciation of Fine Arts (3)

DAN 156, Movement Improvisation (2)

DAN 200*, Dance Appreciation (3)

DAN 255, Movement Fundamentals (2)

DAN 256, Composition I (3)

DAN 356, Composition II (3)

DAN 359, Dance History (3)

DAN 455, Dance Production (3)

Professional Education 24

DAN 761, Theory/Methods of Teaching Dance, K-6 (3)

DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)

DAN 763, Reflective Teaching (3)

EDU 232, Foundations of American Education (3)

EDU 234, Education Psychology (3)

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 471, Reading in the Content Area (1)

EDU 439, Observation and Directed Teaching (6)

C. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
2. To be eligible for the North Carolina Initial Certificate in Dance K-12, the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

III. Music (K-12)

A. All college requirements for graduation.

B. Program Requirements for Music Education (K-12)

Also fulfills General Education requirements

Liberal Arts and Sciences 42*

English Composition (3)

Major British Writers (3)

Foreign Language (6)

(Students will be placed at the appropriate level by the Department of Foreign Languages)

Religion (6)

A three-hour introduction to biblical literature and history and one advanced three-hour course in religion

History of Western Civilization, 101 or 102 (3)

American Ethnic Relations, Sociology 335 (3)

Psychology of the Exceptional Individual (3)

Mathematics (3)

Lab Science (select from Biology, Chemistry, Physics) (4)

* Also fulfills the General Education Requirements

Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)

Electives in Liberal Arts and Sciences (4)

Music and Professional Education 83

Theory 100, 101, 202, 203 (12)

Ear Training 150, 151, 252, 253 (4)

Keyboard 140, 141, 242, 243 (4)

Music Literature 215 (2)

Music History 310, 311, 312, 313 (8)

Winds and Percussions 070 (4)

String Instruments 060 (2)

Guitar Lab 068 (1)

Instrumentation 304 (1)

Choral Arranging 308 (2)

Conducting 300, 301 (4)

Principal Applied Study (14)

Second Applied Study(ies) (3)

Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective

Graduation Recital 491 (1)

Keyboard Proficiency Materials and Methods, Elementary 720 (2)

Materials and Methods, Middle 721 (2)

Materials and Methods, Secondary 722 (2)

Educational Psychology (3)

Foundations of American Education (3)

Student Teaching 439 (Block) (6)

Electives in Music, Professional Education, or Psychology (0-2)

Reading, Education 344 or 471 (1-3)

EDU 441, Introduction to Audio/Visual Materials (1)

C. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

1. The NTE Core Battery Test III,

Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

2. To be eligible for the North Carolina Initial Certificate in Music K-12, the student must

make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

IV. French, Spanish (K-12)

A. All College requirements for graduation

1. General Education requirements to include: PSY 210 or 310*, Developmental Psychology (3)

PSY 312*, Psychology of Exceptional Individuals (3)

SOC 335*, American Ethnic Relations (3)

2. Major study requirements

B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty credit hours are required to receive a B.A. degree in French and/ or Spanish.

French

FRE 204, Structural French, and

FRE 205, Intermediate French, or

FRE 205, Intermediate French I, and

FRE 206, Intermediate French II

FRE 304, French Civilization

FRE 305, Phonetics and Phonology

FRE 306, Advanced Grammar,

Composition and Linguistics

FRE 307, Advanced Conversation

FRE 364, French Literature to 1789

FRE 365, French Literature from 1789 to the Present.

The remaining six credit hours may be chosen from:

FRE 301, Business French

FRE 394, Seminar in 17th Century

FRE 395, Seminar in 18th Century

FRE 396, Seminar in 19th Century

FRE 397, Seminar in 20th Century

FRE 300, Life and Study Abroad

(Study in a country of the target language is highly recommended; credit hours are counted as elective.)

Spanish

SPA 204, Structural Spanish, and

SPA 205, Intermediate Spanish I, or

SPA 205, Intermediate Spanish II, and

SPA 206, Intermediate Spanish II

* Also fulfills the General Education Requirements

- SPA 304, Spanish Civilization
- SPA 305, Phonetics and Phonology
- SPA 306, Advanced Grammar, Composition and Linguistics
- SPA 307, Conversation
- SPA 364, Spanish Literature to 1800
- SPA 365, Spanish Literature from 1800 to the Present
- SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are counted as elective.)

Occasionally, students may satisfy the literature requirement with one of the following:

- SPA 368, Modern Spanish Drama
- SPA 369, Modern Spanish Prose, Poetry
- SPA 494, Seminar in the Golden Age of Spain

C. Professional Education Requirements

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

FL 763, Second Language Methods (2)

FL 764, Second Language Methods (2)

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 466, Preadolescent, Adolescent Behavior (3)

EDU 467, The Secondary School (3)

EDU 471, Reading in Content Areas (1)

EDU 439, Observation and Directed Teaching (6)

D. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

1. The NTE Core Battery Test, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
2. The minimum required score on the NTE Specialty Area Test in the student's area of concentration.

NOTE: NTE minimum score requirements for all programs are subject to change as mandated by the State Department of Public Instruction.

— Curriculum

Education Courses

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence.

EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations perspective including an understanding of the American educational goal. Consideration is given to educational organization, finance, law, administration and curricula, as well as current issues facing American schools. Public school related observations required.

3 hours

EDU 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. Public school observations required.

3 hours

EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Public school observations required.

3 hours

EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

This course is a study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. Decoding strategies such as phonics and word attack skills are developed. Whole language approaches to instruction and assessment in all language arts are considered. Public school observations required.

3 hours

EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The

purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

Spring *3 hours*

EDU 438 HELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

1 hour

EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels
Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business

Weekly seminars are arranged. Fee \$200.00. Block course. Pass-fail grading only.

6 hours

Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

- A. An overall grade point average of 2.5 or above to have been achieved by the end of the term prior to student teaching,
- B. Observation and participation in the public schools,,
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness,
- D. Satisfactory completion of all required methods courses,
- E. The required physical exam for public school teachers,
- F. Filing of an application for student teaching placement with the Department of Education.

EDU 440 SEMINAR IN EDUCATION

(Elementary) A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail

grading only.

1 hour

EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

1 hour

EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of mathematics in the elementary school, with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior. Block course.

3 hours

EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affecting curricula, legal implications for schooling, class-

room management, communication skills and evaluation. Block course.

3 hours

EDU 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials.

2 hours

EDU 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 hours

Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art in Grades K-5 (3 hours)

735 Methods in the Teaching of Art in Grades 6-9 (3 hours)

736 Methods in the Teaching of Art in Grades 9-12 (3 hours)

744 Art in the Elementary School (2 hours)

761 Theory/Methods of Teaching Dance in Grades K-6 (3 hours)

762 Theory/Methods of Teaching Dance in Grades 7-12 (3 hours)

763 Reflective Teaching (3 hours)

764 The Teaching of Science (3 hours)

764 The Teaching of Business (3 hours)

764 The Teaching of Foreign Language (3 hours)

764 The Teaching of English (3 hours)

744 Health Education in the Elementary School (2 hours)

744 Physical Education in the Elementary School (2 hours)

764 The Teaching of Social Studies (3 hours)

764 Methods of Teaching Home Economics (3 hours)

764 Methods of Teaching Mathematics (3 hours)

720 Materials and Methods for Teaching Music in Grades K4 (2 hours)

721 Materials and Methods for Teaching Music in Grades 4-6 (2 hours)

722 Materials and Methods for Teaching Music in Grades 7-12 (2 hours)

744 Music in the Elementary School (2 hours)

ENGLISH

Professor Taylor, Head; Professor Gilbert, the Mary Lynch Johnson Chair of English; Professors English and Webb; Associate Professors Jackson and Walton; Assistant Professors Colby and Grathwohl; Instructor Miller; Writer-in-Residence Adcock; Adjuncts Britt, Cockshutt, McGregor, Rosser, and Sickbert.

THE COURSES OFFERED BY THE DEPARTMENT OF ENGLISH ARE designed to foster in the student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film, and
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education—reading widely, thinking critically, and working to improve her speaking and writing.

The curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major

writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for business, law, and medicine.

— *Requirements for a Major in English*

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

3 in medieval literature (351 or 352)

3 in Shakespeare (355 or 356)

3 in 18th/19th Century (340, 365, 367, or 368)

3 in 20th Century (345, 364, 370)

An additional 3 hours in courses numbered above the 200s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

— *Requirements for a Concentration in Professional Communications*

Eighteen hours, including ART 140, SPE 225, ENG 358*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, BUS 366, 466, 467, 468, and SPE 350. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— *Prerequisites*

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature

courses in the department.

— *Curriculum*

ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

[ENG 150 SPELLING]

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

Spring, if sufficient demand

1 hour

ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required 6-9 communication skills and 9-12 English certification students.

Spring

1 hour

ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, and 18th century writer, Wordsworth, Browning, and a 20th century writer.

3 hours

ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

3 hours

ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

ENG 235 WRITING OF POETRY

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications Concentration.

poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall 3 hours

[ENG 236 WRITING OF FICTION]

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

Fall 3 hours

ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors. Special attention to live and filmed performances.

Fall 3 hours

ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

Fall 3 hours

ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

Spring 3 hours

ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper.

Fall 1 hour

ENG 330 AFRICAN-AMERICAN WRITERS

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

Spring 3 hours

ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

Fall 3 hours

[ENG 340 DEVELOPMENT OF THE BRITISH NOVEL]

A study of the development of the British novel from

its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.

Spring 3 hours

[ENG 345 IRISH RENAISSANCE]

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

Spring 3 hours

ENG 350 TOPICS IN DRAMA

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.

3 hours

ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

Fall 3 hours

ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

Spring 3 hours

ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

Fall (ENG 355) 3 hours

Spring (ENG 356) 3 hours

3 or 6 hours

ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton.

Fall 3 hours

ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical

report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.

3 hours

ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 275 or equivalent. Prerequisite: 206.

Spring 3 hours

ENG 364 TWENTIETH-CENTURY POETRY IN ENGLISH

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

Spring 3 hours

ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.

Fall 3 hours

[ENG 367 ENGLISH POETRY OF THE VICTORIAN PERIOD]

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period.

Fall 3 hours

ENG 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Spring

3 hours

ENG 370 TWENTIETH-CENTURY PROSE IN ENGLISH

A study of the 20th century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

Fall 3 hours

ENG 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or corequisite: ENG 275.

1 hour

ENG 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida.

Spring 1 hour

ENG 498 SEMINAR IN EUROPEAN LITERATURE

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

Spring 3 hours

ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

Fall 3 hours

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 61. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Professor Winz, Head; Associate Professors Comeaux, Thomas, and Pitts; Assistant Professors Lara-Martinez, Short, and Reiss; Instructors Mack and Rey; Adjunct Rebekah Smith.

THE DEPARTMENT OF FOREIGN LANGUAGES OFFERS A MAJOR in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101,102 are required. Contact the department head for more information.

— Requirements for Majors in French and Spanish

Thirty-two (32) hours above 101,102 of course work are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two

semesters. Majors must also take HIS 102. They are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department. It is strongly recommended that majors live two semesters in the International House.

— *Advanced Study*

Foreign language students (especially German students) who wish advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 61.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions.

— *Advanced Placement*

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. Students will not receive any credit if they place themselves on a lower level. However, a placement test will be given in August. By taking this advanced placement test, entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 courses. To receive advanced placement credit, a student must apply to the department head upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied. The language requirement can never be waived.

— *Curriculum*

French

FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week.*

Fall 3 hours

FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week.*

Spring 3 hours

FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. One hour of language laboratory required per week.*

Fall 3 hours

FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. One hour of language laboratory required per week.* Prerequisite: FRE 102, FRE 204 or equivalent.

Fall and Spring 3 hours

FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. One hour of language laboratory required per week.* Prerequisite: FRE 205 or equivalent.

Spring 3 hours

FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd-numbered years 3 hours

FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years 3 hours

FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Fall 3 hours

FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors

* All language labs are non-credit labs.

and minors in French. Prerequisite: FRE 205 or equivalent.

Spring 3 hours

FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

Spring 3 hours

FRE 364 FRENCH LITERATURE TO 1789

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

Fall, even-numbered years 3 hours

FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present.

Spring, odd-numbered years 3 hours

FRE 394 SEMINAR IN SEVENTEENTH CENTURY*

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

3 hours

FRE 395 SEMINAR IN EIGHTEENTH CENTURY*

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships.

3 hours

FRE 396 SEMINAR IN NINETEENTH CENTURY*

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

3 hours

FRE 397 SEMINAR IN TWENTIETH CENTURY*

A study of the main literary movements of the 20th century, with selected readings of the more contemporary writers such as Camus, Sartre, Robbe-Grillet.

3 hours

NOTE: Before enrolling in a literature course, a student should try to complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200 level sequence, may be admitted to a literature course with the permission of the professor.

FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in France. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour
Completion of a paper or journal: 1 hour
Participation in a series of organized visits: 1 hour
Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

FRE 350 FRENCH SEMINAR

This is a weekly seminar (90 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work or approval of instructor. Regular grading or pass-fail. Two semesters required of majors. May be repeated up to four times.

Fall/Spring

1 hour

For Certification Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

**FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN
THE SECONDARY SCHOOLS**

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Internships

A limited number of internships for advanced students can be arranged through the department on the national and international level.

*Certificat Pratique de Francais Commercial et
Economique*

Meredith has been identified as a testing center for the Certificat Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

German

GER 101 ELEMENTARY GERMAN I

Introduction to the German language. Grammar, graded readings, and some oral emphasis. One hour of language laboratory required per week.*

Fall *3 hours*

GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. One hour of language laboratory required per week.*

Spring *3 hours*

GER 201 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. One hour of language laboratory required per week.* Prerequisite: GER 102 or equivalent.

Fall *3 hours*

GER 202 INTERMEDIATE GERMAN II

A continuation of German 201. More advanced grammar and readings and further emphasis on the spoken language. One hour of language laboratory required per week.*

Spring *3 hours*

GER 307 ADVANCED CONVERSATION

Focus on oral proficiency. Prerequisites: GER 201, 202 or equivalent.**

3 hours

GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 202 or equivalent.**

3 hours

GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour Completion of a paper or journal: 1 hour Participation in a series of organized visits: 1 hour Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

Latin

LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar.

Fall *3 hours*

LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading.

Spring *3 hours*

LAT 201 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid.

Fall *3 hours*

* All language labs are non-credit labs.

** Students should consult the department head for information.

LAT 202 INTERMEDIATE LATIN II

A continuation of Latin 201 with further emphasis on advanced readings.

Spring 3 hours

Students should consult with the department head about the possibility of advanced Latin studies.

Spanish**SPA 101 ELEMENTARY SPANISH I**

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. One hour of language laboratory required per week.*

Fall 3 hours

SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week.*

Spring 3 hours

SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. One hour of language laboratory required per week.*

Fall 3 hours

SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. One hour of language laboratory required per week.* Prerequisite: SPA 102, SPA 204, or equivalent.

Fall/Spring 3 hours

SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. One hour of language laboratory required per week.* Prerequisite: SPA 205 or equivalent.

Spring 3 hours

SPA 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in

the fields of art, religion, and music.

Fall, even-numbered years 3 hours

SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Fall 3 hours

SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Spring 3 hours

SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

Spring 3 hours

SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century.

Fall, odd-numbered years 3 hours

SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367.

Spring, even-numbered years 3 hours

SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods.

Fall, even-numbered years 3 hours

SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda.

Spring, odd-numbered years 3 hours

SPA 368 MODERN SPANISH DRAMA**

Masterpieces of modern Spanish drama.

3 hours

SPA 369 MODERN SPANISH PROSE, POETRY**

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno. Se-

* All language labs are non-credit labs.

** SPA 368, 369, and 494 will not be offered on a regular basis. Students should consult the department head for information.

lected poetry from Nobel Prize winners—Vicente Aleixandre and others.

3 hours

SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN**

Selected works from Cervantes and the Golden Age Theater.

3 hours

NOTE: Before enrolling in a literature course, a student should try to complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200 level sequence may be admitted to a literature course with the permission of the professor.

SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

SPA 350 SPANISH SEMINAR

This is a weekly seminar (90 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking coun-

tries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass-fail. May be repeated for credit. Two semesters required of majors.

Fall/Spring

1 hour

For Certification Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Chamblee, Head and Athletic Director; Associate Professor Bross; Assistant Professors Brown, Colwell Elliott, Hatchell and Taylor; Instructor Campbell; Adjuncts Cooper, Faulk, Piette, and Richard.

THROUGH HEALTH, PHYSICAL EDUCATION AND DANCE THE student gains greater knowledge and appreciation of her physical self by integrating skill development and creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphasis on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers a program of study leading to a Bachelor of Arts degree in Dance, which emphasizes the creative, technical, and theoretical aspects of dance as a performing art. Students interested in teaching may obtain a K-12 Teaching Certification in Dance. The department also offers a minor in dance and minor in physical education, with emphasis on fitness and teach-

* All language labs are non-credit labs.

** SPA 368, 369, and 494 will not be offered on a regular basis. Students should consult the department head for information.

ing/coaching.

Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program.

— Requirements for a Major in Dance

The requirements for a major in dance shall include fulfillment of the general education requirements in addition to the following 56 credit hours:

- A. Science Core 16
 - BIO 101/141, General Biology I and lab* (4)
 - BIO 102/142, General Biology II and lab (4)*
 - BIO 322/342, Human Anatomy and Physiology (4)
 - HED 282, Prevention and Care of Movement Injuries (1)
 - PED 482, Kinesiology (3)
- B. Dance Technique and Performance 14
 - Technique* 10
 - DAN 253/353, Modern II/III (4)
 - DAN 251/351, Ballet II/III (2)
 - DAN 254/354, Jazz II/III (1)
 - Electives (may include DAN 258) (3)
 - Performance 4
 - DAN 453 Meredith Dance Theatre (4)
- C. Dance Theory 23
 - DAN 156, Movement Improvisation (2)
 - THE 245, Stagecraft (3)
 - DAN 200,* Dance Appredation (3)
 - DAN 255, Movement Fundamentals (2)
 - DAN 256, Composition I (3)
 - DAN 356, Composition II (3)
 - DAN 359, Dance History (3)
 - DAN 455, Dance Production (3)
 - DAN 456, Dance Practicum (1)
- D. Fine Arts Electives 3
 - Three hours of guided electives to be chosen from music, theatre, or art; or three hours from dance courses numbered 300 or above, including methods.

* May fulfill general education requirements.

— Teaching Certification in Dance

The K-12 Teaching Certification in Dance is designed for those students who wish to pursue the teaching of dance as a profession. This program of study will result in certification by the North Carolina Department of Public Instruction to teach dance in Grades K-12. See specific requirements in the teacher education section of this catalogue.

Theory: Health

HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

2 hours

HED 200 FIRST AID*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

2 hours

HED 282 PREVENTION AND CARE OF INJURIES

A course designed to provide instruction in the prevention and treatment of injuries.

1 hour

HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements.

2 hours

Theory: Physical Education

PED 255 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Basic principles of motor development and psychology of motor learning related to the learning and performance of motor skills will be emphasized.

2 hours

PED 329 PHYSICAL FITNESS

A course designed to provide knowledge of the inter-relationship of fitness, nutrition, weight control body

mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

3 hours

PED 350 TEACHING AND COACHING INDIVIDUAL SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching individual sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in individual sports activity classes chosen from archery, badminton, golf, tennis; intercollegiate golf, intercollegiate tennis; or equivalent.

3 hours

PED 351 TEACHING AND COACHING TEAM SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching team sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in team sports activity classes chosen from basketball, softball, volleyball; intercollegiate basketball, softball, or volleyball; or equivalent.

3 hours

PED 450 PRACTICUM FOR GRADES K-6

A course designed to provide a supervised teaching experience emphasizing basic movement, sports skills, games, dance, and gymnastics in a school setting. Prerequisites: PED 744, HED 744, PED 255.

3 hours

PED 451 PRACTICUM FOR GRADES 7-12

A course designed to provide a supervised teaching and/or coaching experience in a school setting. Prerequisites: PED 350.

3 hours

PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course is designed to aid students in understanding and analyzing human movement in sports, dance, and physical education activities. Prerequisite: BIO 322 and 342.

3 hours

PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.

2 hours

Theory: Dance

DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

3 hours

DAN 255 MOVEMENT FUNDAMENTALS

An introduction, through readings and movement exploration, to the fundamental elements of human movement, including the use of the body, space, effort, and time.

2 hours

DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music.

3 hours

DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form.

3 hours

DAN 359 DANCE HISTORY

A survey of the historical development of dance as an art form during the seventeenth through twentieth centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their

philosophies, and the social context within which they worked.

3 hours

DAN 455 DANCE PRODUCTION

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videography.

3 hours

DAN 456 DANCE PRACTICUM

A course designed to give the student practical experience in such areas as choreography, teaching, production, etc. All course specifications must be approved by the instructor prior to registration.

1 to 3 hours

DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 255 or by teacher permission.

Fall

3 hours

DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 761 or by teacher permission.

Spring

3 hours

DAN 763 REFLECTIVE TEACHING

A course designed to provide the student with directed field experiences in teaching dance in public schools. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

Fall

3 hours

Activity Classes

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or minoring in physical education or dance.

Students may repeat PE activity courses at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See pages 56-57 for exception.)

Equitation, ice skating, and skiing are taught by professionals at off-campus facilities.

Physical Education

Aquatics

PED 110 Beginning Swimming*—A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

PED 113 Synchronized Swimming I*—An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite PED: 110 or equivalent experience.

PED 210 Intermediate Swimming—This course is a continuation of Swimming I. Emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills. Prerequisite PED: 110 or equivalent experience.

PED 212 Scuba Diving*—A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite PED: 210 or equivalent experience.

PED 310 Advanced-Intermediate Swimming—This course is a continuation of PED 210. Emphasis on physical conditioning, refinement of all

* Special fee

strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

PED 311 **Lifeguarding***—A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience.

PED 312 **Water Safety Instructor**—A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety.

PED 313 **Synchronized Swimming II**--Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Conditioning and Physical Fitness

PED 120 **Cross Training**—An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, aquatic fitness, and strength training.

PED 121 **Aerobic Dance-Cardio Funk**—Street dance in an aerobic dance-exercise setting. Challenging dance movements required.

PED 122 **Aerobic Dance-Exercise**—Dance exercise to music.

PED 124 **Strength Training**—Omnikinetik and isotonic weight lifting for muscle strength and endurance.

PED 125 **Aquatic Fitness**--Water exercise to music. Prerequisite: Must be able to swim two lengths of the pool.

PED 126 **Muscle Tone and Stretch**—An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

Individual Sports

PED 130 **Equitation I***—Instruction in horseback riding at the beginning level. Taught off-campus at McNair's and Ballentine's stables.

PED 140 **Archery**—Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED 141 **Badminton I**—A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play.

PED 142 **Bowling I***—Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

PED 143 **Golf I***—A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

PED 146 **Tennis I**—A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play.

PED 147 **Snow Skiing***—Instruction in down-hill snow skiing for beginners. Instruction provided at the ski area by the Ski School. Transportation not provided.

PED 149 **Karate***—Instruction in the fundamentals of Karate and self-defense.

PED 150 **Ice Skating***—Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

PED 230 **Equitation II***—Instruction in horseback riding techniques at the intermediate level. Taught off-campus at McNair's and Ballentine's stables. Prerequisite: PED 130 or equivalent experience.

PED 241 **Badminton II**—Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play. Prerequisite: PED 141 or equivalent experience.

PED 242 **Bowling II***—Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

PED 243 **Golf II***—Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

PED 246 **Tennis II**—Review of basic tennis skills with an emphasis on footwork, groundstrokes, ser-

* Special fee

vice, volley, lobs, overheads, rules and strategies for singles and doubles play. Prerequisite: PED 146 or equivalent experience.

PED 330 **Equitation III***—Instruction in horseback riding at the advanced level. Taught off-campus at McNair's and Ballentine's stables. Prerequisite: PED 230 or equivalent experience.

PED 346 **Tennis III**—Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play. Prerequisite: PED 246 or equivalent.

Team Sports

PED 161 **Basketball**—A course for beginners which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED 163 **Softball**—A course for beginners which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play.

PED 164 **Volleyball**—A course for beginners which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 471 **Intercollegiate Basketball**—Winter season

PED 472 **Intercollegiate Soccer**—Fall season

PED 475 **Intercollegiate Volleyball**—Fall season

PED 476 **Intercollegiate Tennis**—Fall and spring season

PED 477 **Intercollegiate Fast Pitch Softball**—Spring season

Dance

DAN 151 **Ballet I**—A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN 152 **Folk and Square**—An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels.

DAN 153 **Modern I**—A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN 154 **Jazz I**—A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN 156 **Movement Improvisation**—An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

2 hours

DAN 251 **Ballet II**—An intermediate level study of ballet technique. Appropriate for post-beginning students. Prerequisite DAN 151 or equivalent.

DAN 253 **Modern II**—An intermediate level study of modern dance technique. Appropriate for post-beginning students. Prerequisite: DAN 153 or equivalent.

DAN 254 **Jazz II**—An intermediate level study of jazz dance technique. Appropriate for post-beginning students. Prerequisite: DAN 154 or equivalent.

DAN 258 **Mind/Body Integration**—A unique approach to postural re-education through body awareness and stress reduction techniques.

DAN 351 **Ballet III**—An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Prerequisite: DAN 251 or equivalent.

DAN 353 **Modern III**—An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Prerequisite: DAN 253 or equivalent.

DAN 354 **Jazz III**—An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Prerequisite: DAN 254 or equivalent.

DAN 453 **Meredith Dance Theatre**—A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of Fall Semester.

HISTORY AND POLITICS

Professor F. Grubbs, Head; Professors Burris and C. Grubbs; Associate Professors Frazier (Director of Programs in Politics) and Gates; Assistant Professors Novak and True-Weber; Adjunct Happer.

THE DEPARTMENT OFFERS A MAJOR IN HISTORY, AMERICAN civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that, thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

— *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

— *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Non-Western Civilization 224; Politics 100.

— *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Dr. Grubbs.

— *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Dr. Grubbs.

— *Requirements for a Major in International Studies*

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

— *Requirements for a Minor in History*

The minor in history consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334 Research.

— *Requirements for a Concentration in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— *Curriculum*

History

HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, po-

litical, scientific, and industrial revolutions to 1750.

Fall 3 hours

HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

Spring 3 hours

HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

Fall, even-numbered years 3 hours

HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

Fall 3 hours

HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

Spring 3 hours

HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.

Spring, odd-numbered years
Fall, odd-numbered years 3 hours

HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite: a museum internship. Prerequisite: three semester hours of history or by permission.

Every three years 1 hour

HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite:

site: three semester hours of history or by permission.

Every three years 1 hour

HIS 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues.

Spring, even-numbered years 3 hours

HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

Fall, odd-numbered years 3 hours

HIS 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role.

Spring, even-numbered years 3 hours

HIS 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations.

Spring, odd-numbered years 3 hours

HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

Fall, even-numbered years 3 hours

HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

Fall, even-numbered years 3 hours

HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period.

Spring, even-numbered years 3 hours

HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism,

civil rights, youth revolt, and democracy.

Fall, odd-numbered years 3 hours

HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

Spring, even-numbered years 3 hours

HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States visa-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

Spring, odd-numbered years 3 hours

HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

Fall, odd-numbered years 3 hours

HIS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200 level course).

Fall and Spring 3 hours

HIS 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only.

Fall and Spring 3 hours

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

Fall, even-numbered years 3 hours

HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Spring 3 hours

Politics

— Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 200, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. The choice of courses must be approved by the director of the political studies program. Major professor, Dr. Frazier.

— Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 200, and, in addition, 12 hours in politics courses in consultation with the director of political studies.

— Curriculum

POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

Fall and Spring 3 hours

POL 200 INTERMEDIATE SEMINAR IN POLITICS

Emphasis is on reading contemporary journal articles and original sources on selected topics in American politics to develop writing, analysis, and research skills. (Majors should take this course as early as possible in their program.) Prerequisites: POL 100, ENG 111.

Spring 3 hours

POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation.

Spring, even-numbered years 3 hours

POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current

issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis.

3 hours

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

Fall 3 hours

POL 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs.

Fall, odd-numbered years 3 hours

POL 305 INTRODUCTION TO PUBLIC MANAGEMENT

An introduction to the role of the executive branch in the American political system, to the history and theory of public sector management, and to the skills needed by public sector managers.

Fall, odd-numbered years 3 hours

POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Students may work out research proposals with the director of the political studies program. Prerequisite: POL 200.

Fall 3 to 4 hours

CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship.

Spring, odd-numbered years 6 to 12 hours

POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the

General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.

Spring, odd-numbered years 6 hours

POL 374 SOCIAL RESEARCH PRINCIPLES

See SOC 374 for description.

3 hours

POL 375 SOC/AL RESEARCH METHODS AND STATISTICS

See SOC 375 for description.

3 hours

COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program.

1 to 4 hours

Legal Assistant Courses

LEG 400 LEGAL SURVEY

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations.

3 hours

LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400.

3 hours

Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 61.

HOME ECONOMICS

Professor Stuber, Head; Professor Goode; Associate Professors Ellis and Tippet; Assistant Professors Burpitt, Prillaman, and B. Taylor; Adjuncts Abbate, Andron, Barish, Brainard, Holliday, and Poorman.

THE OBJECTIVES OF THE PROGRAMS OFFERED BY THE HOME Economics Department are to enable the student to

1. pursue a career in her chosen area of study (interior design, child development, foods and nutrition, dothing and fashion merchandising, and general home economics),
2. select and enter a graduate program in a chosen field of study,
3. synthesize knowledge gained from the arts and sciences and apply it to home economics,
4. apply principles and skills for managing human and and material resources for the improvement of the quality of life for individuals, families, and society, and
5. demonstrate effective communication skills, creativity, critical thinking skills, and leadership.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, interior design, and general home economics. Minors are also offered in each area.

Majors may earn certification to teach home economics in public and private schools; they may complete K-6 certification; and they may also complete a second major or minor in another department.

The nutrition concentration is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for the Didactic Program in Dietetics (Plan V). Graduates of this program are eligible for the ADA Accredited Dietetic Internship Programs, the ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in general home economics by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— Requirements for a Major in Child Development

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through kindergarten. It prepares students for careers in preschools, day care centers, private kindergartens, and the public schools when combined with certification requirements. Required courses are CD 234, 334, 335, 336, 436, 438; FN 227; HEC 499, 355; PSY 100, 210 or 310, 312; EDU 234; PED 200; ECO 374; SWK 405.

— Requirements for a Major in Clothing and Fashion Merchandising

The clothing and fashion merchandising major prepares students for professional careers in fashion retailing, including management, buying and promotions; apparel design and production; and consumer services. Required courses are CFM 115, 213, 214, 314, 315, 411, 412, 418; HEC 355, 499; BUS 346, 366, 467; ECO 211; six additional hours of ART and/or BUS and ECO.

— Requirements for a Major in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) *Food Service Management Concentration* is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 222, 223, 224, 227, 326, 327, 328, 425, 427; HEC 764, 499, 355; ECO 374; BUS 230, 346, 366, 446, 467; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The (B) *Nutrition Concentration* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 326, 327, 328, 425, 426, 427, 428, 429; HEC 764, 499; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200. An Approved Preprofessional Practice Pro-

gram is being developed in nutrition.

— *Requirements for a Major in Interior Design*

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447; CFM 418; HEC 499; ART 101, 105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211, 374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105, 106
Sophomores: ID 243, 244, 245, 246; ART 107

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 247

Seniors: ID 443, 444, 447; CFM 418; HEC 499

— *Requirements for a Major in Home Economics*

The general home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When she combines the general home economics major requirements with those for secondary certification, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher certification should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared

for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

— *Curriculum*

Child Development

CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two lectures and three hours of laboratory per week.

3 hours

CD 334 INFANT AND TODDLER DEVELOPMENT AND CAREGIVING

A study of the development of children from birth to age 21/2, with emphasis on appropriate environments and practice. Two hours lecture and three hours laboratory.

3 hours

CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

CD 336 PRESCHOOL CURRICULUM

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: CD 234. Two lectures and three laboratory hours per week.

3 hours

CD 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: CD 234. Two lectures and three hours of laboratory per week.

3 hours

CD 438 PARENT EDUCATION

An overview of parent education with special emphasis on parent-child relationships, as well as problems and

procedures of teachers working with children and/or families. Prerequisites: CD 234, 334, 436.

3 hours

Clothing and Fashion Merchandising

CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

CFM 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing.

Spring

3 hours

CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall

3 hours

CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring

4 hours

CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century.

Fall

3 hours

CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

Fall, alternate years

3 hours

CFM 411 FASHION ILLUSTRATION

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a variety of media to achieve appropriate effects for illustrations.

1 hour

CFM 412 FASHION DISPLAY

A study of retail fashion display with emphasis on types

and applications of displays. The use of design principles in creating effective displays.

1 hour

CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115.

Fall, alternate years

3 hours

CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

3 hours

Foods and Nutrition

FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

FN 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Prerequisite: FN 124.

As needed

1 hour

FN 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions.

As needed

1 hour

FN 224 CULTURAL FOODS

A study of food and food customs of selected cultures.

As needed

1 hour

FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

3 hours

FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition.

Prerequisite: FN 227.

Fall 3 hours

FN 326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: FN 124. Two lectures and four hours of laboratory per week.

Spring 2 hours

FN 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

Fall 3 hours

FN 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

Fall 1 hour

FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

Spring 3 hours

FN 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

Spring 3 hours

FN 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

Fall 3 hours

FN 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

Fall 3 hours

FN 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

Spring 3 hours

Interior Design

ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

Fall 3 hours

ID 144 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

3 hours

ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

ID 244 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six hours per week. Also offered as ART 244.

3 hours

ID 245 HOUSING ISSUES

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; crosscultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

Fall 3 hours

ID 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

ID 247 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel). Also offered as ART 247.

1 hour

ID 343 CONSTRUCTION TECHNOLOGY

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

Spring 3 hours

ID 344 INTERIOR DESIGN III

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

ID 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisites: ID 144 and 244.

Spring 1 hour

ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Course will include business procedures and ethical practices of interior design; preparation of design con-

tracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

ID 444 INTERIOR DESIGN IV

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

3 hours

ID 447 CONTRACT INTERIOR DESIGN

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

3 hours

General Home Economics**HEC 355 FAMILY RESOURCE MANAGEMENT**

The use of human resources to promote individual and family development. Emphasis on family life management skills.

3 hours

HEC 356 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment.

Fall 1 hour

HEC 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 hours

HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: FN 326 and HEC 355.

3 hours

Seminar**HEC 499 PROFESSIONAL SYMPOSIUM**

History, philosophy, and current trends in home economics. Pass-fail grading only.

Fall 1 hour

Education**HEC 764 METHODS OF TEACHING HOME ECONOMICS**

A study of planning, implementing, and evaluating a home economics program. Practical experience in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary education and food service management majors. May not be counted toward a major.

Spring 3 hours

HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer Home Economics and Occupational Home Economics). Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA and HERO), and legislation. Includes field experience. Required of secondary home economics education majors.

Fall 2 hours

HEC 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

1 to 3 hours

Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 61.

MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, Head; Professors Davis, Kraines, and D. Preston; Associate Professor Bouknight; Assistant Professors Guglielmi and Shimpi; Instructor Balla; Adjuncts Houghtaling, O'Hara, and Stanislaw.

— Goals and Objectives

The objectives of the courses and programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to gain confidence in her abilities and skill in mathematical reasoning, creative thinking, and problem solving.

Students will gain an appreciation of the wide application of mathematics in the world. They will understand and apply technology appropriately as a resource in problem solving. Because of the velocity at which change in technology is occurring, students will learn to manage change and to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching

- graduate school
- general living and a lifetime of continuing education

Objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

In addition, the major in computer and mathematical sciences gives the student facility with computer science theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in computer and mathematical sciences.

Minors in mathematics, computer systems, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disci-

plines. Requirements for minors are available in the departmental office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher certification in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies. A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given to a rising senior majoring in the department.

Extracurricular activities include participation in the William Lowell Putnam Mathematical Competition and the competition in Mathematical Modeling. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. Pi Mu Epsilon is a national honor society in mathematics.

— Requirements for Majors

CORE CURRICULUM

MAT 211 Calculus I	4
(Prerequisite: MAT 110 or placement)	
MAT 212 Calculus II	3
MAT 220 Linear Algebra	3
MAT 250 Mathematical Reasoning	2
MAT 313 Calculus III	3
TOTAL	15

BACHELOR OF ARTS—

Mathematics

1. Core Curriculum	15
2. At least one course chosen from	3
MAT 321 Modern Abstract Algebra	
MAT 410 Advanced Calculus	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Topology	
3. Mathematics courses at 200 level work or above ..	27
(This includes courses from 1 and 2 above.)	
TOTAL hours required	27
Prerequisite hours: 3	

BACHELOR OF SCIENCE—

Mathematics

1. Core Curriculum	15
2. MAT 410 Advanced Calculus	3
3. At least two courses chosen from	6
MAT 321 Modern Abstract Algebra	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Topology	
4. Mathematics courses at 200 level work or above ..	33
(This includes courses from 1-3 above.)	
5. CSC 201 Computer Science I with Pascal	3
6. One of the following sequences:	8
CHE 111-112 General Chemistry I and II, or	
PHY 211-212 General Physics I and II	
7. At least 12 semester hours in <i>one</i> of the	
following related areas:	
12	
Biology, business and economics, chemistry and	
physics (this includes courses from 6 above), or	
science (this includes courses from 5 above)	
TOTAL hours required	48-56
Prerequisite hours: 3	

BACHELOR OF SCIENCE—

Computer and Mathematical Sciences

1. Core Curriculum	15
2. MAT 245 Statistics	3
MAT 360 Numerical Analysis	3
TOTAL	6
3. At least one course chosen from	
MAT 321 Modern Abstract Algebra	
MAT 410 Advanced Calculus	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Topology	
4. Computer science courses	
CSC 201 Computer Science I with Pascal ...	
CSC 203 Foundations of Computer	
Science	
3	
CSC 212 Computer Science II:	
Advanced Programming in Pascal	
3	
CSC 301 Data Structures and Algorithms ...	
3	
CSC 311 Computer Organization	
3	
CSC 330 Operating Systems	
3	
CSC 321 Topics in Computer Science	
3	
CSC 420 Computer Seminar 1	
TOTAL	22
5. At least 3 elective hours in Mathematics, or	
Computer Science at 200 level work or above	
3	

6. Hours in the department	49
7. Science Requirements	
PHY 211 General Physics I and lab	4
PHY 212 General Physics II and lab	4
TOTAL	8
TOTAL hours required	57
Prerequisite hours: 3	

— Certification Requirements

- Elementary (K-6) certification: MAT 150 and either MAT 110, MAT 120, or a calculus course. Credit for MAT 150 can be obtained by an exam if the student has either credit for MAT 211 or has obtained permission of the department head.
- Middle Grades (6-9) certification in an area other than mathematics: MAT 110, MAT 120, or any calculus course.
- Secondary certification in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science are required.

Certification endorsements are available in Mathematics and Computer Science. Requirements are available in the departmental office.

— Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student enrolled in calculus her senior year in high school may request placement in MAT 212 with credit for MAT 211 and MAT 110 upon completion of MAT 212, with grades of C or higher.

— Curriculum

MAT 110 ELEMENTARY FUNCTIONS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 hours

MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

MAT 150 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Topics covered include set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system.

3 hours

MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, related rates, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use a computer package. Prerequisite: MAT 110 or placement.

4 hours

MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use a computer package. Prerequisite: MAT 211 or placement.

3 hours

MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use a computer package. Prerequisite: MAT 211.

3 hours

MAT 245 STATISTICS I

A general introduction to descriptive and inferential

statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical packages on the college's computers. Credit is allowed for both MAT 245 and PSY 200. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

3 hours

MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

MAT 313 CALCULUS III

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212.

3 hours

MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory will be emphasized. Prerequisite: MAT 250.

Fall

3 hours

MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four courses in MAT, 200 level or above, including MAT 250.

Fall, even-numbered years

3 hours

MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS

A continuation of MAT 245, the study of probability and statistical inference. Greater emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years

3 hours

MAT 345 STATISTICS II

A continuation of MAT 245 which includes analysis of variance, multiple linear regression, and time series. Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use computer packages. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years

3 hours

MAT 354 DIFFERENTIAL EQUATIONS

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

Spring, odd-numbered years

3 hours

MAT 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Students will use a variety of computer packages. Prerequisite: MAT 212.

Fall, even-numbered years

3 hours

MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

Spring, even-numbered years

3 hours

MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration; series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

Spring

3 hours

MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

Fall

3 hours

MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

Spring, odd-numbered years

3 hours

MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology.

Prerequisite: MAT 250.

Spring, even-numbered years

3 hours

**MAT 764 METHODS OF TEACHING MIDDLE GRADES/
SECONDARY MATHEMATICS**

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major.

Fall, odd-numbered years

3 hours

**MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES
CERTIFICATION**

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades certification with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. Contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

Computer Science

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

CSC 111 COMPUTERS AND THEIR USES

An introduction to computers, including their components, operation, and control. Among topics to be surveyed are computers and society; input/output and mass storage devices; processors and memories; and hardware, software, and systems development. This course provides experience in learning and using specific software packages for word processing, spreadsheets, and databases. An introduction to programming using BASIC is included.

3 hours

CSC 201 COMPUTER SCIENCE I WITH PASCAL

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document Pascal programs using techniques of good program-

ming style. Prerequisite: At least one college-level mathematics course.

3 hours

CSC 203 FOUNDATIONS OF COMPUTER SCIENCE

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation).

Fall

3 hours

CSC 211 COBOL PROGRAMMING

An introduction to the business-oriented programming language COBOL. Design in structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science.

Spring, even-numbered years

3 hours

**CSC 212 COMPUTER SCIENCE II: ADVANCED
PROGRAMMING IN PASCAL**

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

Spring

3 hours

CSC 215 DATABASE THEORY AND DESIGN

Fundamentals of database management. Topics include data models, query languages, database design, concurrency, and locking. A commercial database program will be used. Emphasis on design and implementation. Prerequisite: CSC 201 or CSC 211.

Spring, even-numbered years

3 hours

CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212.

Fall

3 hours

CSC 307 SOFTWARE DEVELOPMENT WITH C

Introduction to principles of design, coding, and testing of software projects. C programming language; implementation of advanced programming techniques;

the software development life cycle; managing the implementation of large computer projects. Prerequisite: CSC 301.

Spring, odd-numbered years 3 hours

CSC 311 COMPUTER ORGANIZATION

The fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to assembly language programming. Prerequisite: CSC 203.

Spring, odd-numbered years 3 hours

CSC 312 MANAGEMENT INFORMATION SYSTEMS

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Prerequisite: Any CSC course.

Spring, odd-numbered years 3 hours

CSC 321 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

Fall 3 hours

CSC 330 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, Prerequisite: CSC 212.

Spring, even-numbered years 3 hours

CSC 420 COMPUTER SCIENCE SEMINAR

Current developments and, themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least 2 CSC courses numbered 200 or above and junior or senior standing.

Fall 1 hour

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area

of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics should consult with the department head and arrange for it through the special studies options listed on page 61.

MUSIC, SPEECH AND THEATRE

Professor D. Lynch, Head; Professors Clyburn, Fogle, and Vaglio; Associate Professors Creagh, P. Garriss, Page, and Williams; Assistant Professor Rodgers; Adjuncts Allred, Atchley, Blackledge, Brockwell, Brown, Charlton, Daugherty, Deane, Dopier, Downward, Dunson, Dyke, Eagle, Eitzen, Farrington, Finch, M. Garriss, Gorskl, Grant, Halverson, Hudson, Jolly, Kauffman, Kissinger, Lohr, Long, M. Lynch, McKee, Newsome, Partridge, Patrickis, Randolph, Riva-Palacio, Robinson, A. Stephenson, E. Stephenson, Thomas, Turner, Whitlow, and Yager; Technical Director Landry; Scenic and Costume Designer B. Murray.

— Purpose

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister—all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

Goals and Objectives

The objectives of the programs and courses offered by

the Department of Music, Speech, and Theatre are to encourage the student to

- develop critical thinking skills
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body
- pursue careers in the performing arts, arts education, business and professional settings, churches
- develop aesthetic understanding through
- evaluation of important works of art related to music, speech, and theatre
- knowledge of basic artistic and philosophical movements in history
- knowledge and skills necessary to understand contributions of diverse cultures to music, speech, and theatre
- understanding the theoretical base applicable to each discipline
- promote involvement in the artistic life of the community
- understand and apply technology related to specific areas of music, speech, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public.

— Areas of Concentration

The department offers the following programs:

- the Bachelor of Arts with majors in music, speech, or theatre
- the Bachelor of Music with majors in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* is also offered. Master of Music students may choose either performance and pedagogy or music education. Information is available in the music department or in the graduate office.

— Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or videotape may be sent in lieu of a personal audition.

— Requirements for a Major

BACHELOR OF ARTS

1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the elementary or middle grades teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music	8
Graduation Recital 491	1
Electives in Music	7

2. Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes

effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses	23
Speech 150 (Voice and Articulation)	3
Speech 225 (Fundamentals of Speech)	3
Speech 326 (Oral Interpretation of Literature)	3
Speech 350 (Oral Communications for Business and the Professions)	3
Psychology 410 (Social Psychology)*	3
Advanced Rhetoric (English 358, or approved equivalent)*	3
Speech 494 (Human Communication: Psychological Perspectives)	3
Theatre 240 (Practicum: Publicity/House Management)	1
Speech 410 (Senior Practicum)	1
Related Studies	12

Twelve hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Examples of approved electives includes BUS 366, BUS 384, BUS 446, BUS 448, ENG 245, ENG 475, HEC 335, POL 301, POL 303, PSY 212, PSY 332, PSY 530, SOC 335, SPE 920.

3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser—toward a greater overview or toward a focus on performance or production.

Core	24
Theatre 114 (Introduction to Theatre)	3
Theatre 224 (Basic Acting)	3
Theatre 230-242 (Practica— at least three different areas)	3
Theatre 245 (Stagecraft)	3

Theatre 316, 317 (History)	6
English 350 (Topics in Drama) (must be approved by adviser), or English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

** Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.*

Additional Courses

The student must select at least 12 credit hours from the following list of courses:

Speech 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser)	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 424 (Advanced Acting)	3
Theatre 425 (Directing)	3
Theatre 495 (Seminar in Musical Theatre) ..	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

4. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, *Meredith Performs* offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

- She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).
- She may major in theatre and minor in music (Bachelor of Arts).

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music,

and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, and other professions not directly related to music.

Major in Applied Music

Liberal Arts and Sciences.....42

English composition 3

Major British Writers 3

Foreign language 6

(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)

Religion 6

(A six-hour introduction to the Old and New Testaments or a three-hour introduction to Biblical literature and one advanced three-hour course)

Social and Behavioral Sciences 6

A. History of Western Civilization (3)

B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)

Mathematics and natural sciences 6-7

A. Mathematics (3)

B. Natural Science (3-4)

Select one course from the following categories: biology, chemistry, physical geography, physics

Health and physical education 4

(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)

Electives in liberal arts and sciences 1-8

Music Courses..... 82

1. Concentration in Keyboard or Instrument

Theory 100, 101, 202, 203 12

Ear-Training 150, 151, 252, 253 4

Keyboard 140, 141, 242, 243 4

Music Literature 215 2

Music History 310, 311, 312, 313 8

Pedagogy 220, 322 4

Conducting 300, 301 4

Seminar in Music Literature 494 2

Seminar in Theory 495 2

Literature of Applied Music 314 2

Principal applied study 24

Secondary applied study(ies) 4

Junior Recital 390 1

Graduation Recital 490 1

Keyboard proficiency

Music electives 8

2. Concentration in Voice

Theory 100, 101, 202, 203 12

Ear-Training 150, 151, 252, 253 4

Keyboard 140, 141, 242, 243 4

Music Literature 215 2

Music History 310, 311, 312, 313 8

Pedagogy 220 2

Phonetics 256, 257 2

Conducting 300, 301 4

Seminar in Music Literature 494 2

Seminar in Theory 495 2

Literature of Applied Music 314 2

Voice 24

Secondary applied study(ies) 4

Junior Recital 390 1

Graduation Recital 490 1

Keyboard proficiency

Music electives 8

3. Concentration in Piano Pedagogy

Theory 100, 101, 202, 203 12

Keyboard 140, 141, 242, 243 4

Ear-Training 150, 151, 252, 253 4

Music Literature 215 2

Conducting 300, 301 4

Music History 310, 311, 312, 313 8

Literature of Applied Music 314 2

Principal applied study (piano) 22

Secondary applied study(ies) 4

Pedagogy 220, 321, 322, 423, 424, 425 ... 11

Lecture-recital or workshop 391	1
Graduation Recital 490	1
Electives in music	7

Major in Music Education

Liberal Arts and Sciences 42

English Composition	3
Major British Writers	3
Foreign Language	6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)	
Religion	6
(A six-hour introduction to the Old and New Testaments or a three-hour introduction to Biblical literature and one advanced three hour course)	
Social and Behavioral Science	9
A. History of Western Civilization (3)	
B. American Ethnic Relations (SOC 335) (3)	
C. Psychology of Exceptional Individuals (PSY 312) (3)	
Mathematics and Natural Sciences	7
Mathematics (3)	
Natural Science (4)	
(Select from one of the following categories: biology, chemistry, physics)	
Health and Physical Education	4
(Choose four activities courses or a two hour course in health or first aid)	
Electives in liberal arts and sciences	4

Music and Professional Education 82

Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Winds and Percussions 070	4
String Instruments 060	2
Guitar Lab 068	1
Instrumentation 304	1
Choral Arranging 308	2
Conducting 300, 301	4
Principal applied study	14
Secondary applied study(ies)	3
Students whose principal applied study is not voice should take 3 hours of voice as	

secondary applied or elective.	
Graduation Recital 491	1
Keyboard proficiency	

Education, Methods, and Elective Courses

Materials and Methods Elementary 720	2
Materials and Methods Middle 721	2
Materials and Methods Secondary 722	2
Educational Psychology 234	3
Foundations of American Education 232 ...	3
Student Teaching 439 (Block)	6
Reading (EDU 471) (Block)	1
Introduction to Audio/Visual Materials (EDU 441) (Block)	1

— Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301	4
Church Music 395, 396, 397	6
Internship 934	4
Religion	12
(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)	
Applied Music	18-28
Principal applied (14-24)	
(Organ, voice, or piano)	

Complete 300 level	
Secondary applied	4

At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice

Graduation Recital 490 or 491	1
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Ensembles must include the following experiences:

Choral ensembles (4 semesters)	
Handbells (2 semesters)	
Accompanying (2 semesters)	
(Students whose principal applied is organ or piano)	

MASTER OF MUSIC

Meredith offers two graduate majors in music. The *Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research,

to produce studio and college teachers who are well grounded in their area of performance. The *Master of Music in Music Education* emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc;

and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 4,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The *Fletcher School of Performing Arts at Meredith College* brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1992-1993, the Fletcher School brought singer-actor Wesley Balk, tenor Nico Castel, opera director Carol Castel, voice coach and singer Chloe Owens, pianist Claude Frank, violinist Nicholas Kitchen, and the Shenandoah Shakespeare Express for residencies of several days each. In addition, the National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, litera-

ture, history, practice, and other classes.

— *Specific Requirements for Music Majors*

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Sophomore Conference

The sophomore conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled at the beginning of the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office and from faculty advisers in music.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano

144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

— *Curriculum*

Courses in music may fulfill humanities/fine arts general education requirements.

Theory

MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly.

Fall/Spring

3 hours each semester

MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.

Fall/Spring

1 hour each semester

MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction

with sight-singing. Use of TAPMASTER and PITCH-MASTER systems in a lab setting to drill these skills.

Fall/Spring 1 hour each semester

MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

Fall/Spring 3 hours each semester

MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

Fall/Spring 1 hour each semester

MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

Fall/Spring 1 hour each semester

MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

Spring 1 hour

MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

Fall 2 hours

MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the

classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.

1 hour

MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

Spring 2 hours

MUS 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

Fall 2 hours

MUS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

Fall and Spring 1 to 4 hours each semester

History and Literature

MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

Fall and Spring 3 hours

MUS 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors.

Spring 2 hours

MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall 2 hours

MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall 2 hours

MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

Fall 2 hours

Music Education, Pedagogy, Phonetics**MUS 060 STRING INSTRUMENTS**

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring 1 to 3 hours each semester

MUS 070 BRASS, WIND, AND PERCUSSION INSTRUMENTS

Required of all music education majors, this course emphasizes mastery of technical aspects of instrumental playing needed to teach the C flute, B-flat clarinet, tenor trombone, one brass valve instrument, and basic snare drum rudiments. May be repeated for credit.

Fall and Spring 1 to 3 hours each semester

MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. Prerequisite: MUS 101, MUS 215.

Spring 2 hours

MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

Fall 2 hours

MUS 322 PRACTICUM

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters.

Fall and spring 1 hour each semester

MUS 423 PEDAGOGY III

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

Spring 2 hours

MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

Fall and spring 1 hour each semester

MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

Fall/Spring, alternate years 1 hour each semester

MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal

and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.

Fall/Spring 2 hours each semester

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Fall 2 hours

MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.

Fall 2 hours

MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Spring 2 hours

MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts;

learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100.

Fall and Spring 2 hours

Church Music

MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

2 hours

MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.

2 hours

MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

2 hours

MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

1 to 2 hours per semester

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 55.)

MUS 234 CHORUS

Open to all students without audition. Provides music

for various college functions and gives concerts on and off campus.

1 hour each semester

MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:

- a. Prepare to accompany a recital for one major;
- b. Accompany lessons, jury examinations, and student recital appearances for one major;
- c. Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or
- d. Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

1 hour each semester

MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty.

1 hour each semester

MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

MUS 239 HANDBELL CHOIR

Students interested in playing handbells must be able to read music.

1 hour each semester

MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only.

1 hour each semester

MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

1 hour each semester

MUS 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only.

1 hour each semester

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

<i>Semester Hours Credit</i>	<i>Weekly Half- Hour Lessons</i>	<i>Weekly Practice Hours</i>
1	1	5
2	2	10
3	2	15
4	2-3	20

Applied music fees are assessed for all applied music courses.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged. Pass-fail grading.

1 hour each semester

MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

MUA 490 GRADUATION RECITAL (APPLIED)

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in applied music.

MUA 491 GRADUATION RECITAL (B.A. or music education)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

Piano

Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Alfred, Blackledge, Brown, Daugherty, Jolly, Lohr, McKee, Riva-Palacio, and A. Stephenson.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters MUA 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading only.

1 hour

MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading only. May be repeated for credit.

1 hour

MUA 044 PREPARATORY PIANO

Study of repertoire less difficult than that listed under MUA 144.

MUA 144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical romantic, impressionistic, and contemporary composers.

MUA 244 PIANO II

Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

MUA 344 PIANO III

Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

MUA 444 PIANO IV

Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical romantic, impressionistic, and contemporary works suitable for graduation recitals.

Organ

Professor D. Lynch, Coordinator; Adjuncts Dopler, Downward, and M. Lynch.

MUA 145 ORGAN I

Manual and pedal technique. Bach *Eight Little Preludes and Fugues*, *Orgelbuechelein*, Dupre *Seventy-Nine Chorales*; works of comparable difficulty from all periods; hymn playing.

MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

MUA 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

MUA 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Harpsichord

MUA HARPSICHORD 146, 246, 346, 446 Adjunct Downward

Violin

Associate Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, M. Garriss, Gorski, Partridge, and Randolph.

MUA 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloy; sonatinas by Schubert.

MUA 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gaviniy; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

MUA CELLO 166, 266, 366, 466 Adjunct Hudson

MUA DOUBLE BASS 167, 267, 367, 467 Adjunct Dyke

MUA FLUTE 174, 274, 374, 474 Adjunct Whitlow

MUA CLARINET 175, 275, 375, 475 Adjunct Kissinger

MUA PERCUSSIONS 189, 289, 389, 489 Adjunct Deane

Guitar

Adjuncts E. Stephenson and Dunson

MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 hour each semester

Working knowledge of notes and basic chords in the first

position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguado, Giuliani.

MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

Voice

Associate Professor Williams, Coordinator, Adjuncts Chaffon, Farrington, Robinson, Thomas, and Yager.

MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

SPEECH COMMUNICATION AND THEATRE

Associate Professor Creagh, Coordinator; Assistant Professor Rodgers; Adjuncts Grant, Kauffman, and Long; Designer/Technicians Landry and B. Murray.

Please refer to pages 125-126 regarding the majors in speech communication and in theatre as well as the concentration in musical theatre. Minors are also available in speech communication, theatre, and musical theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech Communication and Theatre may fulfill humanities-fine arts area distribution requirements.

Speech Communication

The courses in speech communication are redesigned to develop skills in public and interpersonal communication, critical thinking; and the clear, logical, and creative expression of ideas. They also provide an understanding of the way communication functions in society, culture, business, and the arts.

SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

Spring 3 hours

SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to public and interpersonal communication that stresses organization and delivery of spoken messages. Units include informative speaking; group discussion and problem-solving, use of language in "oral style," and the use of logic and critical thinking in persuasive communication.

Fall and Spring 3 hours

SPE 250 INTRODUCTION TO VIDEO PRODUCTION

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and on the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

Fall and spring 2 hours

SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

Fall and Spring 3 hours

SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

Spring 3 hours

SPE 360 TELEVISION PROGRAM DESIGN

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

Spring 3 hours

SPE 410 SENIOR PRACTICUM

A project combining research in an approved area of communication studies with significant practical application (such as a major public address, performance, or internship).

Fall and Spring 1 hour

SPE 494 HUMAN COMMUNICATION: PSYCHOLOGICAL PERSPECTIVES

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall 3 hours

SPE 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

1 to 3 hours

Theatre**THE 114 INTRODUCTION TO THEATRE**

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall and Spring 3 hours

THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

Fall 3 hours

THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from

the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

Fall and Spring 3 hours each semester

THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Fall and Spring 1 hour each section

- 230 Performance (acting)
- 231 Performance (dance)
- 232 Performance (music)
- 233 Lighting
- 234 Sound
- 235 Costuming
- 236 Makeup
- 237 Stage Management
- 238 Scenic Construction
- 239 Scenic Design
- 240 House Management
- 241 Publicity and Box Office
- 242 Directing

THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

Spring, even-numbered years 3 hours

THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

Spring 3 hours

THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical labo-

ratory experience. Prerequisite: THE 245 or permission of the instructor.

Spring 3 hours

THE 316 HISTORY OF THEATRE—CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

Fall, even-numbered years 3 hours

THE 317 HISTORY OF THEATRE—MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

Spring, odd-numbered years 3 hours

THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: THE 114 and permission of the instructor.

Spring, odd-numbered years 3 hours

THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall and Spring 1 to 3 hours

THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

Fall, odd-numbered years 3 hours

THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experi-

ence under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.
Fall, Spring, or Summer 1-3 hours

Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 61. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, Head; Professors Aubrecht and Hornak; Associate Professor Heining-Boynnton; Assistant Professor Edwards.

THE GOAL OF THE PSYCHOLOGY DEPARTMENT IS TO HELP THE student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)

Clinical (PSY 120, 320, 322, 324, 420, 422)

Experimental (PSY 330, 332, 334, 430, 530)

To help the student review and integrate her study of

psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

NOTE: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— Curriculum

PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245.

3 hours

PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psycho-analytic view of gender differences, the effects of body

states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

3 hour

PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Suggested prerequisite: PSY 200.

4 hours

PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Classroom observations required.

3 hours

PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities.

3 hours

PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, character disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

PSY 322 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the

student will be acquainted with other theories.

Spring 3 hours

PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

Fall 3 hours

PSY 330 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall 3 hours

PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Spring 3 hours

PSY 334 ANIMAL BEHAVIOR

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will be introduced to paleoanthropology, primate behavior, behavior genetics, and applied veterinary management. Typical research methods will also be discussed.

Spring 3 hours

PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, self-consistency, person perception, aggression, and altruism.

Spring 3 hours

PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings.

Fall 3 hours

PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the

major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

Fall 3 hours

PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers.

Spring 3 hours

PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving.

Fall 3 hours

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g., advanced courses, research projects, internship experiences) may do so through the special studies options listed on page 61. Special studies have included courses in animal behavior, computer analysis of data, industrial psychology and stress management; research projects in personality, developmental and social psychology; and internship experiences in clinical psychology, applied behavior therapy, business, personnel, education, and many other areas.

Students may elect courses through the Cooperating Raleigh Colleges.

RELIGION AND PHILOSOPHY

Professor Cochran, Head, Professor Page: Associate Professor Vance: Assistant Professors Kirk-Duggan and O'Brien and Adjuncts Brogan, Ellis, and Rachel Smith.

THE DEPARTMENT OFFERS A MAJOR IN RELIGION AND MINORS in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— *The General Education Requirement in Religion (see page 44) may be completed as follows:*

1. Religion 100. Students will normally take Religion 100 prior to advanced coursed in Religion.
2. Any advanced three-hour course in Religion.

— *Requirements for a Major in Religion*

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

— Curriculum

Religion

REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the Biblical record and their significance for the present time.

3 hours

REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

3 hours

REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

3 hours

REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 hours

REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

REL 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul.

3 hours

REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 hours

REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 hours

REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike.

3 hours

REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

3 hours

REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

3 hours

REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

1 hour

REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 hours

REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

3 hours

REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

REL 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership.

3 hours

REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined.

3 hours

REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

Philosophy

PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 hours

PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language

and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 61.

Students may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Professor Sumner, Head; Professors Zingraff, Director of Program in Sociology, and Bishop; Instructor Brown; Adjuncts Daniels, Judge, Osborne and Rawlings.

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY AND A major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction. A program in criminal justice studies is also offered in cooperation with the Department of History and Politics.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

— Requirements for a Major in Sociology

A minimum of 27 hours in sociology is required, 15 of which are specified: SOC 230, 374, 375, 489, and 496. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours)

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403 (37 semester hours)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional social work practice.

Admission: Students who declare the major in social work must be formally admitted to the social work

program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

— *Requirements for a Concentration in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— *Curriculum*

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research.

3 hours

SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

3 hours

SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures.

3 hours

SOC 335 AMERICAN ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

3 hours

SOC 336 CRIMINOLOGY

The law, the offenders, and the victims are examined in this study of crime and its causes. The conventional

crimes of violence, property offenses, and vice are covered, along with corporate, governmental, and organized crime. Changing patterns in the incidence of crime are considered.

Alternate years

3 hours

SOC 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Alternate years

3 hours

SOC 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems.

3 hours

SOC 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined, along with various approaches to urban social planning and policy.

Alternate years

3 hours

SOC 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

Alternate years

3 hours

SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341.

3 hours

SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and the requirements for effective communication and application of research. Also offered as POL 374.

Fall

3 hours

SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS

Techniques of data collection, evaluation research, statistical calculations (including descriptive and inferential statistics, as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in reviewing and writing research reports is provided. Also offered as POL 375.

Spring 3 hours

SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE

This course introduces students to the dynamics and consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention may be given to those oppressed by race, ethnicity, culture, class, gender, sexual orientation, religion, and/or disablement. The second half of the course will look at strategies for social justice with regard to oppressed groups through movements for social change.

Spring 3 hours

SOC 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment.

Alternate years 3 hours

SOC 489 SOCIAL THEORY

A survey of the history of social thought, with particular emphasis on contemporary developments.

3 hours

SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: SOC 374 and SOC 375.

Spring and Fall 3 hours

Social Work

SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its

European origins, and the contemporary structure of services, as well as the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.

Fall, Spring, and Summer 3 hours

SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite: SWK 241 and POL 100.

Spring and Summer 3 hours

SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals. The development of professional communication skills is also emphasized. Prerequisites: SWK 241, SWK307 or SWK308.

Fall and Spring 3 hours

SWK 305 GENERALIST PRACTICE WITH FAMILIES AND GROUPS

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out skills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. Prerequisite: SWK 241, SWK307 or SWK 308.

Spring 3 hours

SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: COMMUNITY, CULTURAL, AND ORGANIZATIONAL ISSUES

Use of the systems framework for selecting and using knowledge relevant for social work practice. Emphasis on understanding the influence of organizations, communities, families, and groups on human behavior. Prerequisite: SOC 230; prerequisite or corequisite: SWK 241.

Fall; Summers of odd years 3 hours

SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: LIFE CYCLE ISSUES

The social systems framework provides a structure within which life span development from conception to death is examined. Relationships among biological, so-

cial, psychological, and cultural systems are considered as they influence life span development. Also examines individual interaction with families, groups, organizations, and communities. Prerequisites: PSY 100, BIO 101, SOC 230: SWK 241, prerequisite or corequisite. *Spring; Summers of even years* 3 hours

SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced, and students practice application of evaluative research principles and statistics with appropriate computer software. Prerequisite: SWK 241. *Fall* 3 hours

SWK 310 EVALUATION OF SOCIAL WORK PRACTICE

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisites: SWK 241 and SWK 309. *Fall and Spring* 1 hour

SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS, COMMUNITIES, AND SOCIAL POLICY

The generalist model of social work practice is implemented in the context of organizations and communities. Students engage in a social policy project designed to develop knowledge and skills relevant for practitioners. Prerequisites: SWK 241, SWK 307 or SWK 308. *Fall* 3 hours

SWK 402-A SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisites: SWK 241, SWK 307, SWK 308, SWK 302, SWK 304, SWK 305, SWK 309, SWK 310; prerequisite or corequisite: SWK 401. Pass-fail grading only. Fee: \$50. *Fall, Spring, and Summer* 10 hours

SWK 402-B SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting.

Prerequisites: SWK 241, SWK 307, SWK 308, SWK 302, SWK 304, SWK 305, SWK 405B, SWK 309, SWK 310; prerequisite or corequisite: SWK 401; corequisite: SWK 403. Fee: \$180.

Fall and Spring

10 hours

SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrated seminar, which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. Prerequisites: SWK 241, SWK 302, SWK 304, SWK 305, SWK 307, SWK 308, SWK 309, SWK 310; prerequisite or corequisite: SWK 401; corequisite: SWK 402. Pass-fail grading only.

Fall, Spring, and Summer

2 hours

SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long-term care of the aged.

SWK 405-1 CHILD WELFARE

A study of children in contemporary society, with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's needs, children in poverty, and children in single-parent families.

Fall and Spring

3 hours

SWK 405-2 SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.

3 hours

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for the special studies option.



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A.B., Columbus College; M.A., North Carolina State University.

EDYTHE STANISLAW, M.S. (1985)

Mathematics

A.B., Geneva College; M.S., Oklahoma State University.

HENRY M. STEELE, Ph.D. (1991)

Business

B.S., A.M., University of Missouri; Ph.D., Indiana University.

ANGELA STEPHENSON, Mus.M. (1992)

Music

Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)

Music

Mus.B., North Carolina School of the Arts.

FRANK B. STEVENSON, M.I.M. (1991)

Business

B.A., University of Florida; M.I.M., American Graduate School of International Management.

SALLY ZEIGLER THOMAS, Mus.M. (1983)

Music

Mus.B., Meredith College; Mus.M., Ohio State University.

CHRISTINE THOMSON, Ed.S. (Spring 1993)

Education

B.A., M.L.S., University of Texas at Houston; Ed.S., Indiana University.

KRISTEN TURNER, M.M. (1992)

Music

Mus.B., University of North Carolina at Greensboro;
M.A., Eastman School of Music of the University of
Rochester.

CATHERYN WEITMANN, Ph.D. (Spring 1993)

Education

PAMELA L. WHITLOW, Mus.B. (1977)

Music

Mus.B., Southern Illinois University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)

Education

A.B., University of North Carolina at Chapel Hill;
M.Ed., Meredith College.

LEDA YAGER, Mus.M. (1992)

Music

Mus.B., Mus.M., Indiana University.

GABRIELA ZABOLA-ROBERTS (1993)

Foreign Languages

FACULTY EMERITI

*(The date in parentheses indicates the year in which
the individual joined the Meredith faculty.)*

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro;
M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North
Carolina at Chapel Hill.

HAZEL BAITY, A.B. in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of
North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)

Vice President for Administrative Affairs

A.B., Mississippi College.

CLARA R. BUNN, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina
State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D.,
Southern Baptist Theological Seminary; postdoctoral
research, Duke University, Union Theological
Seminary, University of North Carolina at Chapel
Hill.

JANE G. DEESE, A.M. (1945)

Technical Services Librarian

A.B., Meredith College; A.B. in L.S., Emory Univer-
sity; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia
University; graduate study, George Peabody College.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of
Alabama; graduate study, University of Alabama,
North Carolina State University.

LOIS FRAZIER, Ed.D. (1954)

Wainwright Professor of Business

B.S., M.S., University of North Carolina at Greens-
boro; Ed.D., Indiana University.

KAY ANN FRIEDRICH, M.P.H. (1967)

Instructor of Home Economics

B.S., Michigan State University; M.P.H., University
of North Carolina at Chapel Hill.

ALICE Y. GOODE, Mus.B. (1974)

Music

Mus.B., Texas Technological University; graduate
study, Indiana University.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union
Theological Seminary; graduate study, Colorado
Seminary, University of North Carolina at Chapel
Hill.

ELLEN M. IRONSIDE, Ph.D. (1983)

Dean of Continuing Education

A.B., Wells College; A.M., Teachers College,
Columbia University; Ph.D., University of North
Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)

Instructor of English

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)

Mary Lynch Johnson Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

Professor of Foreign Languages

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)

Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)

College Editor and Director of Publications

A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

EVELYN SIMMONS, M.S. (1962)

Associate Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)

Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
 A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)
Adjunct Instructor of Music
 A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)
Faculty Secretary
 A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967)
Executive Assistant to the President

JOE R. BAKER, A.B. (1966)
Assistant to the President

SHARON H. WOODLIEF, A.B. (1972)
Administrative Secretary

MARTHA C. HARRELL (1979)
Administrative Secretary

— Administrative Affairs

Office of the Vice President for Administrative Affairs

LaROSE F. SPOONER, Ed.D. (1967)
Vice President

College Communications

JEANNIE S. MORELOCK, B.A. (1988)
Director

STEPHEN L. MOSLEY, B.A. (1992)
Publications Manager

GENA M. SALMON, B.A. (1992)
Publications Specialist

LAURA DAVENPORT, B.A. (1991)
Communications Assistant

JOANNE COTA (1987)
Office Manager

— Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

MARGARET BALLARD (1988)
Secretary to the Faculty

LINDA BATDORFF (1990)
Secretary to the Faculty

HEIDI BROOKS (1992)
Secretary to the Faculty

ADRIENNE DYSON (1990)
Secretary to the Faculty

DOTTY LOU GANDY (1979)
Secretary to the Faculty

KATHERINE GOOLSBY (1992)
Secretary to the Faculty

CLETA JOHNSON (1988)
Secretary to the Faculty

NELL MegLAUGHLIN (1985)
Secretary to the Faculty

NANCY S. MOORE (1985)
Secretary to the Faculty

ALYCE PARKER-TOWNSEND (1986)
Secretary to the Faculty

LORI WOODRUFF
Secretary to the Faculty

Office of the Registrar

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar

SUE TODD, A.B. (1968)
Associate Registrar

SALLY CAMPBELL (1989)

Records Secretary

REBECCA COBLE (1989)

Records Secretary

MICHELLE FISH (1990)

Records Secretary

MARJORIE NEWLIN (1989)

Records Secretary

Library

JANET L. FREEMAN, M.L.S. (1984)

College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

JOHN W. KINCHELOE III, M.A. (1985)

Media Specialist

JUDITH L. SCHUSTER, M.S.L.S. (1980)

Assistant Reference Librarian

DIANA McCLUNG (1987)

Circulation Supervisor

CYNTHIA L. BOWLING, B.F.A. (1990)

Cable Administrator

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Technical Services

ALICE McNEIL (1976)

Library Assistant, Technical Services

GERALDINE SARGENT (1978)

Secretary

MARGARET SEXTON (1975)

Library Assistant, Technical Services

FRANCES HANNAH LEE (1977)

Library Assistant, Technical Services

CAROL SMITH, M.M. (1981)

Library Assistant, Music Library

C. RICHARD McBANE, JR. (1986)

Library Assistant, Media Services

CHRISTIE LEE (1990)

Library Assistant, Circulation

DONNA GARNER (1990)

Library Assistant, Technical Services

Continuing Education

MARY S. JOHNSON, Ed.D. (1980)

Dean of Continuing Education

ANNE C. DAHLE, M.Ed. (1972)

Director, Re-Entry Program and Assistant to the Dean

E. PAGE POTTER, J.D. (1987)

Director, Legal Assistants Program

PENELOPE W. AUGUSTINE, M.Ed. (1988)

Director, Enrichment Program

SANDRA C. CLOSE, A.B. (1986)

Assistant Director, Re-Entry Program

SHARON L. GALECKI, A.A.S. (1990)

Secretary

GRACE BROCK (1986)

Assistant

DIANA McPADDEN (1992)

Receptionist

Graduate Studies

MARY S. JOHNSON, Ed.D. (1980)

Dean of the John E. Weems Graduate School

CARROL B. SNODGRASS (1987)

Administrative Assistant

Teaching Fellows Program

MARY S. JOHNSON, Ed.D. (1980)

Director

Honors Program

CAROLYN B. GRUBBS, Ed.D. (1963)

Director

International Studies

BETTY WEBB, Ph.D. (1974)

Director

Academic Computing

RUTH ANN BALLA, M.S. (1987)

Director

LORI WOODRUFF (1990)

*Secretary***Capstone**

ROSEMARY HORNAK, Ph.D. (1977)
Director

Academic Assessment

BENNETT JUDKINS, Ph.D. (1989)
Coordinator

— Student Development**Office of the Vice President for Student Development**

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

MARY ANN BEAM, A.A. (1988)
Administrative Secretary

Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)
Dean

JANICE McCLENDON, M.Ed. (1983)
Director of Housing

BECKY BRADSHAW, A.B. (1988)
Residence Director

BETH CASHWELL, B.A. (1991)
Residence Director

PAULA DANIELS, A.B. (1990)
Residence Director

LIBBY MULLINIX, M.Div. (1987)
Residence Director

MARGE STEVENS (1986)
Residence Director

ELIZABETH WEBER (1987)
Residence Director

ANNIE RUTH TEW, A.A. (1988)
Office Assistant

Admissions

SUE E. KEARNEY, A.M. (1966)
Director

SALLY L. DAVIS, A.B. (1986)
Associate Director

J. ELIZABETH FLYE, A.B. (1990)
Assistant Director

GRETCHEN M. SOLOMON, A.B. (1991)
Assistant Director

ANNA MELINDA HENDERSON, A.B. (1991)
Admissions Counselor

VANESSA GOODMAN, A.B. (1989)
Minority Recruitment Assistant

MARIBETH C. CULLOM, A.B. (1989)
Records Manager

PAMELA A. BENCKE, A.A. (1989)
Secretary to the Director

ELIZABETH McNALLY (1991)
Processing Assistant

GLENDA J. HOFFMAN (1986)
Admissions Secretary

N. PHYLLIS RUDD, M.R.E. (1988)
Admissions Secretary

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

Career Services

GORDON W. FOLGER, M.A. Ed. (1987)
Director

MADRA N. BRITT, M.Ed. (1989)
Assistant Director

VALERIE B. GOGAL, M.A. (1990)
Assistant Director

MARY ELLEN PHILEN, B.A. (1985)
Office Manager

ANN B. PHILLIPS (1989)
Office Assistant

Student Activities and Leadership Development

MADALYN S. GAITO, M.A. (1990)
Director

CHERYL S. SMITH, M.Ed. (1991)
Program Director

MARGE KEYES (1991)

Office Manager

Scholarships and Financial Assistance

Elizabeth McDuffie, B.A. (1993)

Director

CAROL SORBERA (1990)

Assistant Director

JOY ANN ULMER (1992)

Secretary

Guidance and Counseling

GINA ROBERTS, M.Div. (1988)

Director of Counseling and Personal Growth Center

GAIL YASHAR, B.A. (1992)

Counselor

KAREN AMAN, B.A. (1992)

Office Assistant

Health Services

RUTH PEARCE, R.N. (1980)

Director

PATRICIA BROOMHALL, M.D. (1980)

Physician

SIDNEY MARTIN, M.D. (1972)

Physician

MELINDA McLAIN, R.N. (1991)

Nurse

RACHEL YATES, R.N. (1990)

Nurse

— Business and Finance

Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)

Vice President

ANNE C. PUGH, A.B. (1977)

Administrative Secretary

Financial and Benefits Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

Controller

KAY MILLER (1992)

Accounts Payable

HEATHER D. POLLARD, A.B. (1983)

Payroll Coordinator

BONNIE F. PHARIS, B.A. (1986)

Personnel Coordinator

PRISCILLA WOOD (1987)

Accounts Receivable

Information Services

GLENWOOD SANDERSON (1981)

Manager

KATHERINE KESTERSON (1988)

Programmer Analyst

SUE KESNER (1991)

Programmer Analyst

Campus Activities

MARIE MASON, Ph.D. (1969)

Coordinator

College Store

DRU M. HINSLEY, A.B. (1953)

Manager

MARY ANN REESE, B.S. (1984)

Textbook Manager

FRANCES GILLIS (1973)

Store Clerk

Central Services and Printing

ANA P. COBB (1991)

Supervisor of Central Services

GAIL EKWEM-WHITE (1991)

Machine Operator

Facilities Services

A. CLARKE SUTTLE, B.S. (1988)

Facilities Manager

JESSICA OWENS (1984)

Housekeeping Supervisor

LON AVENT (1972)

Maintenance Supervisor

LEE ADAMS (1978)

Grounds Supervisor

NELLIE PENNINGTON (1966)

Facilities Services Coordinator

SUE HITE (1990)

Office Coordinator

General Services Staff

FRANK BERRY

SYLVESTER CORNEY

JAMES JONES

WILLIE KING

DAVID A. McLEOD

RICHARD SEALEY

Maintenance Staff

GEORGE ASHOO

RICHARD BEASLEY

JOE B. BROWN

RICKY A. DUNNING

THOMAS EDMONDSON

HOMER LILES

J. PATRICK WOOD

Grounds Staff

GALDINO AVILA

ROBERTO AVILA

ANTHONY HAYES

JEFFREY HUNTER

DAVID JOHNSON

DARNELL SMITH

Housekeeping Staff

CRAIG BRIDGES

WILLIAM COOPER

MARGARET GIBSON

ADA GREGORY

EDNA GREGORY

LULA HARRELSON

WILLIE HOWARD

REATHA JEFFERIES

RUTHLENE JOHNSON

JAMES JONES

JOAN LAWRENCE

MADGELINE MONTAGUE

LUCRETIA PETERSON

SANDRA POPE

BARBARA ROBINSON

LOIS ROWLAND

MAMIE SANDERS

ANNIE RUTH SMITH

LILLIE SMITH

LARRY TAYBRON

RUTH WILKERSON

Food Services (ARA)

THAD O'BRIANT

Manager

Post Office

ALYSIA HAVEL (1990)

Postal Supervisor

CECELIA MILLER (1988)

Information Services Assistant

Security

DANIEL G. SHATTUCK (1972)

Chief

JANICE SHATTUCK (1974)

Secretary

Security Staff

W.W. ADAMS

DONALD APPLEFORD

WORTH BAILEY

LARRY FERRELL

WILLIAM GRINER

JANICE HILTON

SHERWOOD JONES

JEANETTE McLEOD

V.C. MEDLIN, JR.

THURMAN METHENY

TIMOTHY MORRIS

ROBERT SHATTUCK

Communications

VIRGINIA KEMP (1982)

Communications Supervisor

ANGELA GOUGE (1988)

Customer Service Representative

ROSEMARIE SORRENTINO (1985)

Switchboard Operator

— *Institutional Advancement***Office of the Vice President for Institutional Advancement**

MURPHY M. OSBORNE, JR., Ed.D. (1988)
Vice President

JOYCE HINSON (1992)
Administrative Secretary

GERALDINE W. MYERS (1978)
Secretary/Receptionist

SUZANNE C. BENNETT, A.B. (1987)
Financial Records Secretary

Alumnae Affairs

NAJLA NAVE CARLTON, B.S. (1992)
Director

LINDA BOONE (1991)
Secretary

PEGGY ABERNATHY (1992)
Secretarial Assistant

Annual Giving

REBECCA E. ASKEW, A.B. (1989)
Director

LINDA BOONE (1991)
Secretary

PEGGY ABERNATHY (1992)
Secretarial Assistant

Corporate Relations

SONYA WALTERS, A.B. (1990)
Director

JULIA B. THOMPSON, A.B. (1991)
Secretary

Planned Giving

HAROLD L. WEST, JR., B.A. (1991)
Director

JULIA B. THOMPSON, A.B. (1991)
Secretary

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)
Director

CAMPUS DIRECTORY

JOHNSON HALL, NAMED IN MEMORY OF LIVINGSTON JOHNSON, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice

rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association, a bedroom suite for guests of the College, and the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and

publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

Shearon Harris Building, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Joyner Hall is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. It also contains offices for faculty, a small auditorium equipped with visual aids, seminar rooms, a lounge, and a kitchen. The building was named for James Yarkin Joyner, who served as a trustee for 55 years.

Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students, five rooms for two and four rooms for three, two of which have a private bath and two which are joined by a bath. The eight-bed health center occupies the first floor. A nurse is in residence and a doctor on 24-hour emergency call.

Ellen Brewer House, a residence of the Department of Home Economics, is used for the department's resource management practicum and for child care. It was

named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, and a playing field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

The **Faw Garden**, as well as the **Margaret Craig Martin**, **Cleo G. Perry**, and **Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

VISITOR PARKING

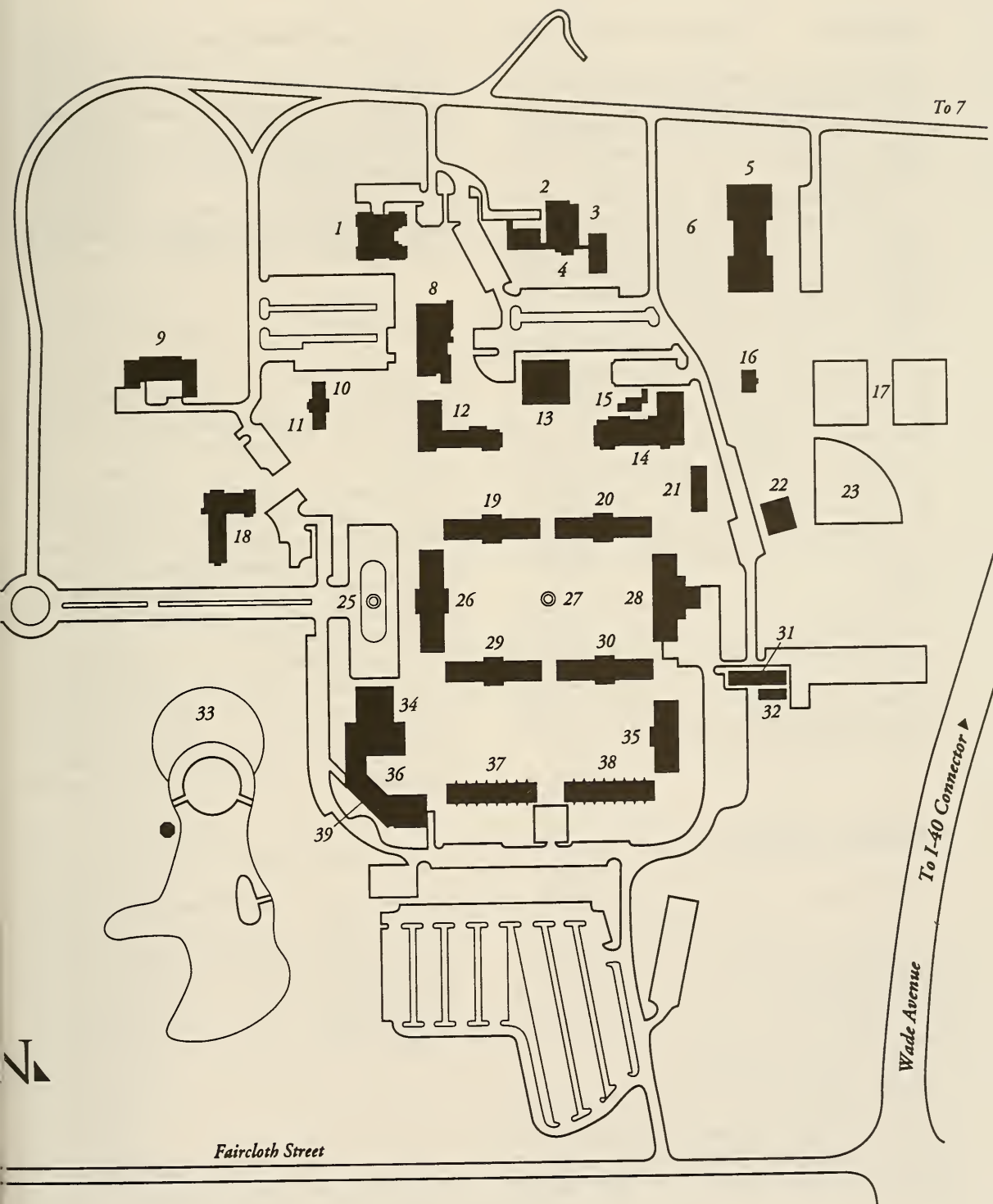
Visitor Parking areas are located in front of Johnson Hall and along the front drive.

CAMPUS MAP

1. Cate Student Center (and Kresge Auditorium)
2. Gaddy-Hamrick Art Center (and Frankie G. Weems Art Gallery)
3. Frankie G. Weems Memorial Garden
4. Cleo Glover Perry Garden
5. Weatherspoon Physical Education-Dance Building
6. Golf Putting Green
7. Massey House (President's Residence)
8. Shearon Harris Business Building (Business and Economics, Mathematics and Computer Science)
9. Hubert Ledford Building (Education, Psychology and Sociology)
10. Mae Grimmer Alumnae House (and Mabel Claire Hoggard Maddrey Parlor)
11. Margaret Craig Martin Garden
12. Joyner Hall (Liberal Arts)
13. Carlyle Campbell Library
15. Mary Yarbrough Research Center
14. Hunter Hall (Science, Home Economics)
16. Ellen Brewer House (Infant Care Laboratory)
17. Tennis Courts
18. Christina and Seby Jones Chapel
19. Vann Residence Hall
20. Stringfield Residence Hall
21. Carroll Health Center and Residence Hall
22. International House
23. Softball Field
24. Gate House (Information)
25. Shaw Fountain
26. Johnson Hall (Administration)
27. Heck Memorial Fountain
28. Belk Dining Hall
29. Brewer Residence Hall
30. Faircloth Residence Hall
31. Maintenance Shop
32. Campus Security
33. Elva Bryan McIver Amphitheater at the Meredith Lake
34. Jones Hall (Auditorium, Studio Theater, Drama, Writing Center, Continuing Education)
35. Poteat Residence Hall
36. Faw Garden
37. Heilman Residence Hall
38. Barefoot Residence Hall
39. Harriet Mardre Wainwright Music Building (and Carswell Concert Hall)

To US 1 and I-440

Hillsborough Street



LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, RALEIGH, THE home of Meredith College, is a growing capital city of approximately 223,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue—an I-40 connector—and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

UNDERGRADUATE

ACADEMIC CALENDAR, 1993-94

— Fall Semester

Arrival of new students	Thu., Aug. 19
Registration	Mon., Aug. 23
Registration of freshmen	Tue., Aug. 24
Classes begin	Wed., Aug. 25
Opening Convocation	Mon., Aug. 30
Last day to drop a course without paying	Tue., Aug. 31
Last day to add a course	Tue., Aug. 31
Labor Day holiday—no classes	Mon., Sept. 6
Last day to make grading changes	Wed., Sept. 22
Last day to drop with a W grade	Wed., Sept. 22

Midterm: Autumn recess begins

at 5 p.m.	Fri., Oct. 15
Classes resume at 8 a.m.	Wed., Oct. 20
Cornhuskin': no classes after 5:30 p.m. ...	Thu., Nov. 4
Thanksgiving recess begins at 1 p.m.	Wed., Nov. 24
Last day to withdraw from a course	Wed., Nov. 24
Classes resume at 8 a.m.	Mon., Nov. 29
Last day of classes	Wed., Dec. 8
Reading day; music juries	Thu., Dec. 9
Final examinations	Fri., Dec. 10 - Sat., Dec. 18

— Spring Semester

Registration	Tue., Jan. 11
Classes begin	Wed., Jan. 12
Martin Luther King Day—no classes	Mon., Jan. 17
Last day to drop a course without paying	Tue., Jan. 18
Last day to add a course	Tue., Jan. 18
Last day to make grading changes	Wed., Feb. 9
Last day to drop with a W grade	Wed., Feb. 9
Midterm: Spring recess begins at 5 p.m.	Fri., Mar. 4
Midterm reports due at noon	Wed., Mar. 9
Classes resume at 8 a.m.	Mon., Mar. 14
Easter Recess begins at 5:30 p.m.	Thu., Mar. 31
Classes resume at 8 a.m.	Tue., Apr. 5
Last day to withdraw from a course	Thu., Apr. 21
Last day of classes	Mon., May 2
Reading day; music juries	Tue., May 3
Final examinations	Wed., May 4 - Thu., May 12
Commencement	Sun., May 15

— Summer School

First session begins	Mon., May 30
First session ends	Fri., June 17
Second session begins	Mon., June 20
Independence Day—no classes	Mon., July 4
Second session ends	Sat., July 9
Third session begins	Mon., July 11
Third session ends	Fri., July 29

CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 829-8600.

The Meredith fax number is (919) 829-2828.

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic records

Office of the Registrar

Admissions

Office of Admissions

Adult student information

Office of Continuing Education

Alumnae matters

Director of Alumnae Affairs

Catalogue requests

Office of Admissions

Community educational services

Office of Continuing Education

Educational programs

Dean of the College

Expenses

Vice President for Business and Finance

Financial assistance

Office of Financial Assistance

Graduate employment

Office of Career Services

Housing matters

Dean of Students

News items/publications

Office of College Communications

Parents Association

Director of Annual Giving

Student Employment

Office of Financial Assistance

Student interests

Dean of Students

Student reports

Registrar

Summer school

Registrar

Transcripts

Registrar

Vocational testing

Office of Career Services

ENROLLMENT FOR 1992-93

— *Fall 1992 Degree Candidates*

Undergraduate Degree Candidates

(Bachelor of Arts, Bachelor of Science, and

Bachelor of Music) 1,886

Graduate students (Master of Business

Administration, Master of Education, and

Master of Music) 163

Total Degree Candidates 2,049

Special undergraduate students 102

Other students in credit courses 132

Students in non-credit courses 1,240

Total Enrollment, Fall 1992 3,523

Summer Enrollment, 1993 1,090

Students in credit courses by state:

Connecticut 2

Florida 6

Georgia 12

Hawaii 1

Indiana 3

Kentucky 2

Maryland 18

Missouri 2

New Jersey 5

New York 3

North Carolina 1,966

Ohio 1

Pennsylvania 8

South Carolina 14

Tennessee 11

Texas 4

Vermont 1

Virginia 157

West Virginia 4

International students 57

TOTAL 2,277



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